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ABSTRACT

The Merchandising Food Service Training Manual contains 12 lessons and 2 appendixes. Class activities and handouts are interspersed among techniques for selling and merchandising meals, information about life value roles and how food participants may improve public images, material about customers' backgrounds and attitudes, methods of competitors for the children's market, low cost ideas for merchandising child nutrition programs, long-term merchandising plans, merchandising for special days and weeks, and finally, a summary and progress tests. (KS)

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INTRODUCTION TO MERCHANDISING

LESSON 1

A. GOAL OF THIS LESSON

The goal of this lesson is to familiarize participants with the techniques used to sell and merchandise a product or service - specifically meals.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. identify the four techniques used to sell products or services;
2. identify ways these techniques are used by today's commercial foodservice operators; and
3. list ways these four selling techniques can be used to "sell" the school foodservice program.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

D. KEY WORDS USED IN THIS LESSON

MERCHANDISE: to have customers buy; to sell to customers; to promote the sale of goods

SELLING: the positive effort expended to convince a prospective customer to make a purchase

ADVERTISING: purchased space or time and printed sales messages used to bring about the sale of foods or services

PERSONAL SELLING: spoken messages by foodservice operators, their employees, school teachers, or staff directed to the customer or prospective customer

PUBLICITY: non-paid (free) mention in print, in public speech or on the air of any program, products or services that you offer

PROMOTION: staged events or programs intended to draw attention to a particular food, a meal or service.

LESSON CONTENT

CLASS ACTIVITY

A. The term merchandising means to have customers buy, or to sell to customers. The purpose of a merchandising program then is to increase or promote sales, or to increase participation levels.

1. Selling can be defined, then, as the positive effort expended to convince a prospective customer to make a purchase. Selling can be termed "external" or "internal", any may include advertising, personal selling, publicity, and promotion.

    a. External Selling is the utilization of all available resources outside of a foodservice establishment or department used to attract prospective customers into your operation.

    Example: Teacher support in the classroom of the foodservice program in your school. Teacher coordination of programs involving classroom activities and the foodservice department.

    Example: Posters or signs placed in locations outside the foodservice serving areas that promote a special foodservice event or program.

    b. Internal Selling - includes the methods used after a customer has been brought in that encourages him/her to spend the maximum amount, and to return again.

LESSON CONTENT	CLASS ACTIVITIES

Example: Signs and posters in the dining area that encourage eating a balanced meal following the required meal pattern.

Example: Signs along the serving counter indicating the nutrient bargain in various menu items.

Example: Small badges worn by counter servers advertising a special promotion.

2. Advertising a part of selling, and refers to purchased space or time and printed sales messages used to bring about the sale of foods or service.

Example: Buying time on the school radio station to advertise a coming special promotion or meal.

Example: Buying an advertisement in the local school paper to promote a coming special meal you are having.

3. Personal Selling includes spoken messages by the foodservice operator (manager/director), by any of the foodservice employees, or by the teachers or staff directed to the customer or prospective customer.

Example: Verbal statements by counter servers encouraging customers to take the total meal combination, or classroom comments by teachers that encourage children to eat all of their lunch and to participate in the school lunch program.

LESSON CONTENT

CLASS ACTIVITY

Example: Cheerful, friendly attitudes by all foodservice personnel who deal directly with customers so as to promote a desire to come again to eat in your department.

4. Publicity as a part of selling refers to the non-paid (free) mention in print, in public speech, or on the air of any programs, products, or services that you offer.

   Example: Ask the school principal to announce the menu for the day over the PA (public address) system at the beginning of the school day. This could include a description of any "specials" that are planned in the cafeteria.

   Example: Invite the local school newspaper editor for lunch on the day of your special meal in hopes of getting some "free publicity."

   Example: Invite parent-teacher group president or advisory committee member(s) to lunch in hopes of gaining support of that group and possible mention in their newsletter or other publications.

5. Promotion as a part of selling includes staged events or programs intended to draw attention to a particular food, a meal, or a service.

   Example: Sponsor a Mexican Fiesta Day at school with an all Mexican meal, decorations, and costumes, and try to coordinate it with a school studies unit on Mexico in an elementary or middle school, or in conjunction with the Spanish Club in a high school.

LESSON CONTENT	CLASS ACTIVITY
Example: During Michigan Week in May, feature foods on the menu during the week that are made from foods grown or manufactured in our state.	
B. Foodservice operators in the public sector use all of the above methods from promoting their foods and services. Restaurant chains, fast food operation, and recreation facilities such as bowling alleys and skating rinks all use these techniques to get and keep customers. You too must practice these techniques in order to keep present customers,and gain back those who may have gone to other places to eat. The remaining lessons in this manual will provide you with these much needed techniques.	List on the board the four (4) words: advertising, personal selling, publicity, and promotion. Also, list on the board five local area restaurants that you feel give you the most competition. As a group, discuss how these restaurants use these four (4) selling techniques to attract your customers. Are there techniques that they are using that you too can use in an attempt to attract customers and increase your participation levels?

LESSON 2

MERCHANDISING - WHY DO IT?

A. GOAL OF THIS LESSON

The goal of this lesson is to understand why merchandising of foods and foodservice is done.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. identify why merchandising is done; and
2. identify what merchandising can do for a manager/director in a Child Nutrition Program.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

See class activity on first page of this lesson. Arrange to have 2 plate waste studies done prior to this lesson so the results can be discussed as a class activity.

D. KEY WORDS USED IN THIS LESSON

PLATE WASTE STUDY: a measure of the amount of food and beverage served that is thrown out

PUBLICITY: an act or device designed to attract attention or support

MERCHANDISE: goods that can be bought or sold.

LESSON 2: MERCHANDISING - WHY DO IT?

LESSON CONTENT

A. Why do we merchandise?

If the definition of merchandising is to buy or sell, then the purpose for doing more merchandising is to have customers buy more, so you can sell more. Almost every foodservice operator in any situation wishes that total sales or participation levels were greater. Many programs, especially school lunch, may average only 40 to 50 percent participation by eligible customers. This leaves lots of room for improvement, and merchandising is one way to increase the numbers of customers you get.

B. What can merchandising do for you as an operator?

1. It can increase food acceptability. We all "eat with our eyes" so attractive foods are more appealing to customers.
2. Food waste may also decrease. If foods are appealing to customers they will consume it and not discard it into the trash, or leave it uneaten.
3. Merchandising may help you reach your goal of increasing nutrition education of customers in your program. Many merchandising ideas you try may have a direct tie-in with nutrition education. For example, during a promotion for Michigan Week, fruits from Michigan could be featured all week. Small signs indicating the low calorie levels of these natural foods could be placed near each item on the counter. Signs saying "Had Your Vitamins Today?" "Have an apple!" can help the Michigan promotion as well as offering some sound nutrition education.

CLASS ACTIVITY

Prior to this lesson, ask 2 different schools to perform a plate waste study. This can be done by using Handout #2-1. Provide copies of the study results for each participant. Discuss the value of the study and how results can be helpful to a foodservice manager/director.

LESSON CONTENT	CLASS ACTIVITY

4. Merchandising may also help you make more contacts with your various publics. For example, publicity needed for a particular merchandising program may require that you contact:
   a. Students with artistic talent in your program
   b. Art or journalism teachers in your system
   c. Parent-teacher organization officers
   d. Local newpaper editors
   e. Advisory committee members
   f. School administrators
   g. School board members
5. Merchandising can encourage untapped creativity and imagination in foodservice workers, teachers, administrators, and parents. Once people know you want new ideas for merchandising foods and the Child Nutrition Program, lots of suggestions are likely to be generated.
6. To have an active, on-going merchandising program, a manager/ director should frequently visit other foodservice operations to get new ideas. When was the last time you ate at another school or other Child Nutrition Program? These visits can also be to your area commercial competition to see what merchandising technqiues they are using currently. These visits offer additional contacts with community publics as well as providing new merchandising ideas on foodservice and presentation, or on entire promotional programs.

HANDOUT #2-1

PLATE WASTE STUDY

Position student or parent volunteer near all food trash containers to record the food that is discarded by customers. Daily menu items can be written in the first column in advance of the meal period. Record 1 meal period on a sheet. If more than 1 meal period is to be recorded, make duplicate copies of this form before writing on it. Mark a slash or "X" in the appropriate column to indicate how much of each item was discarded.

MENU ITEMS	¼ serving left	½ serving left	whole serving left
Entrees/Soups			
Vegetable/Starches			
Fruits			
Breads/Rolls			
Desserts			
Beverages			

LESSON 3 UNDERSTANDING YOURSELF

A. GOAL OF THIS LESSON

The goal of this lesson is to identify and understand the role of life values in our lives and how we can improve our public image on and off the job.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. identify significant life values for 6 major age groups discussed
2. determine the role of life values in supervising others, and
3. evaluate public image traits for self and fellow workers.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Locate the presentation by Dr. Morris Massey titled "What You Are Is Where You Were When" on film or video cassette. 89 min., presents value programming analysis. Understanding yourself and your fellow workers is basis for productive performance. Local area colleges may have it in their media library or it can be obtained form "Magnetic Video Library, 23705 Industrial Park Drive, Farmington Hills, MI 48024 Phone: 313-476-1920

   Video cassette - rental $250 + $20 postage (2 week loan) or purchase at $750 (1980 prices)

   16 mm film - rental $300 + $25 postage (2 week loan) or purchase at $1150 (1980 prices)

   This presentation may also be available from your local ISD (Intermediate School District) office or Dow Chemical Company of Midland, Michigan may have this presentation available free for loan. Film Library, 2030 Dow Center, Midland, MI 48640, (517) 636-1231.

D. KEY WORDS USED IN THIS LESSON

PUBLIC IMAGE: a mental picture or concept as understood by the people within the community

COMMUNICATE: the ability to relate a message to others.

LESSON CONTENT	CLASS ACTIVITY
A. Dr. Morris Massey in his presentation "What You Are Is Where You Were When", gives detail on how people establish their values in life. These values determine what we feel is important and what we "stand for." By understanding our own life values, we can understand why we act the way we do in various situations both at home and at work. Likewise by understanding the life values of our customers we can appreciate the various reasons for their actions while eating in our foodservice operation.	Show the Massey presentation and tell participants that he speaks very rapidly so they will have to concentrate in order to grasp all of his ideas. (His presentation takes about 2 hours.)
B. Attitude and personality are a part of your public image. Ask yourself the following questions: 1. Are you usually a happy person? Do people enjoy being with you? Do people seek you out as a companion for coffee or meal breaks? 2. Do you like people in general, especially children? Do you prefer to sit alone on your breaks or sit with fellow workers or students? Do children "bug you" with their questions and comments? 3. Do you look forward to coming to work each day? Once at work do you "watch the clock" just waiting for the work shift to end? 4. Do you brag about what you do at work to your family and friends? Are you proud of your role in serving nutritious foods to the children in your program?	Using Handout #3-1 discuss Dr. Massey's presentation and fill in the information on the handout. If possible discuss the questions at the end of the handout. (Note: If the Massey tapes are not available consider using the handout materials from his presentation for class discusion.)

LESSON CONTENT | **CLASS ACTIVITY**

5. Do you communicate with customers at their level? Do you ever "talk down" to high school customers, or talk "over the heads" of elementary customers? Either action greatly hampers good communications and decreases your public image.

C. Your "public image" is very important in foodservice especially if you deal with customers personally.

1. Appearance is part of your public image. Are you neat in appearance? Do you look like a true foodservice professional?
   a. Is your uniform an appropriate color, size, and length?
   b. Is your uniform clean and unwrinkled?
   c. Is your apron clean and fresh?
   d. Are your shoes clean and/or polished and with clean laces?
   e. Are your shoes sturdy, supportive and enclosed? (Open-toed and sandle type shoes are not safe to wear in the kitchen.)
   f. Is your hosiery clean and of an appropriate color?
   g. If you wear a sweater with your uniform (because of a cold kitchen), do you wear it underneath your uniform to avoid having the lower edge of the sweater drop into or against foods or onto food counters? Is the sweater clean, and of an appropriate color, preferably white?
   h. Is your hair neatly groomed and worn short, or in a style up off the uniform collar?

LESSON CONTENT

i. Is your hair covered by a cap, net, or other hair restraint?

j. Is your make-up moderate and appropriate for a child feeding environment?

k. Are your nails neatly trimmed, reasonably short, and without polish?

l. Are you wearing jewelry while in uniform other than a wedding band or wrist watch? If you wear glasses, are they worn around your neck on a chain where they might fall into food?

m. Do you bathe daily or as needed to keep body odors in control?

n. Is your breath fresh and teeth clean?

o. Do you change your undergarments daily or as needed to stay fresh?

p. Do you wear perfume while in uniform? Perfume is not part of the professional image and should be saved for off-duty hours.

q. Do you chew gum or use toothpicks while in uniform? These activities do not add to your professional image and should be saved for off-duty hours.

CLASS ACTIVITY

Self evaluation is never easy but to benefit most from the information in this lesson, perform the following activity.

1. Use Handout #3-2 and evaluate yourself.
2. Using Handout #3-2 have your immediate supervisor evaluate you.

This exercise is not to be critical of people, but is to be a guide for personal improvement that will help you be a more effective professional foodservice person.

HANDOUT #3-1

"WHAT YOU ARE IS WHERE YOU WERE WHEN"

By Dr. Morris Massey

VALUE SYSTEMS

Ages 1 - 7 ______________________

Ages 8 - 13 ______________________

Ages 14 - 20 ______________________

Ages 21 & Over ______________________

Values only change now with:

____

FORCES Creating Mass Group Programming

1.

2.

3.

4.

5.

6.

7.

8.

HANDOUT #3-1, page 2

GUT LEVEL VALUES

Values Programmed in 1920's
Current age - 60 years

____
____
____
____
____
____

Values Programmed in 1930's
Current age - 50 years

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____
____
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Values Programmed in 1940's
Current age - 40 years

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Values Programmed in 1950's
Current age - 30 years

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Values Programmed in 1960's
Current age - 20 years

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____
____
____

Values Programmed in 1970's
Current age - 10 years

____
____
____
____
____
____

QUESTIONS TO THINK ABOUT:

1. What values were imprinted on YOU by your parents? How did they do this?
2. Which of these values are attributes in supervising employees? Which of these values might "get in the way" of good supervision?
3. Can you think of an example of how knowing and/or understanding an employee's values might help you in motivating that employee to accomplish a certain task?

Answer Sheet

HANDOUT #3-1

"WHAT YOU ARE IS WHERE YOU WERE WHEN"

By Dr. Morris Massey

VALUE SYSTEMS

Ages 1 - 7	Values imprinted
Ages 8 - 13	Modeling (Heros)
Ages 14 - 20	Socializing
Ages 21 & Over	Values Set

Values only change now with:

a SIGNIFICANT EMOTIONAL Event

FORCES Creating Mass Group Programming

1. Family
2. Friends
3. Church/Religion
4. School system
5. Textbooks
6. Prejudices
7. Music
8. Media - (Television)

Answer Sheet

HANDOUT #3-1, page 2

GUT LEVEL VALUES

Values Programmed in 1920's
Current age - 60 years

World War I - Patriotism
Sense of Commitment & Responsibility
Close Family Ties
Money Motivated People
Flappers
Model T Cars

Values Programmed in 1930's
Current age - 50 years

Depression
Security

Values Programmed in 1940's
Current age - 40 years

World War II
Commitment to Win
Family Decay
Rosie the Riveter
Mobility

Values Programmed in 1950's
Current age - 30 years

Affluence/the "Good Life"
Indulged Kids/Permissiveness
Dr. Spock/Questioning
TV began
Hair
Credit Cards

Values Programmed in 1960's
Current age - 20 years

Space Programs
(Don't do it--Just don't--
Bad Guy Heros get caught)
Civil Rights Movement
The Kennedys/Viet Nam
Computers
Drugs

Values Programmed in 1970's
Current age - 10 years

Jaded expectations
Watergate
Drugs/Alcohol

QUESTIONS TO THINK ABOUT:

1. What values were imprinted on YOU by your parents? How did they do this?
2. Which of these values are attributes in supervising employees? Which of these values might "get in the way" of good supervision?
3. Can you think of an example of how knowing and/or understanding an employee's values might help you in motivating that employee to accomplish a certain task.

HANDOUT #3-2

____
(name)

PUBLIC IMAGE EVALUATION FORM

Traits Influencing Your Public Image	Yes	No	Needs Improvement
1. Are you neat in appearance? Do you look like a foodservice professional?			
2. Is Your uniform an appropriate: color?			
size?			
length?			
3. Is your uniform clean and unwrinkled?			
4. Is your apron clean and fresh? (if required)			
5. Are your shoes clean and/or polished?			
. . . .with clean laces?			
6. Are your shoes sturdy, supportive, and enclosed?			
7. Is your hosiery clean and of an appropriate color?			
8. If you wear a sweater, do you wear it under your uniform?			
9. Is the sweater clean and an appropriate color?			
10. Is your hair neatly groomed and worn short or in a style up off the uniform collar?			
11. Is your hair covered by a cap, net, or other hair restraint?			
12. Is your make-up moderate and appropriate for a child feeding environment?			
13. Are your nails neatly trimmed, reasonably short, and without polish?			
14. Are you wearing jewelry while in uniform other than a wedding band or wrist watch?			
15. If you wear glasses, do you wear them on a chain around your neck?			
16. Do you bathe daily or as needed to keep body odors in control?			

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PUBLIC IMAGE EVALUATION FORM

	Yes	No	Needs Improvement
17. Is your breath fresh and your teeth clean?			
18. Do you change your undergarments daily or as needed to stay fresh?			
19. Do you wear perfume while in uniform?			
20. Do you chew gum or use tooth picks while in uniform?			
21. Are you usually a happy person?			
22. Do people enjoy being with you?			
23. Do people seek you out as a companion for coffee or meal breaks?			
24. Do you like people in general especially children?			
25. Do you prefer to sit alone on your breaks?			
26. Do you prefer to sit with fellow workers or students on your breaks?			
27. Do children "bug you" with their questions and comments?			
28. Do you look forward to coming to work each day?			
29. Once at work do you "watch the clock" just waiting for the work shift to end?			
30. Do you brag about what you do at work to your family and friends?			
31. Are you proud of your role in serving nutritious foods to the children in your program?			
32. Do you communicate with customers at their level?			
33. Do you ever "talk down" or "over the heads" of your customers?			

Ask each participant to compare the results of their own evaluation with those done by their supervisor. If the results vary a great deal, we probably have not evaluated ourselves accurately. The need for some personal change and improvement may be indicated in certain areas. It may also show that some workers really do not enjoy their jobs and should possibly consider changing to a job that offers more personal satisfaction and enjoyment.

LESSON 4: UNDERSTANDING YOUR CUSTOMERS

A. GOAL OF THIS LESSON

The goal of this lesson is to understand the background and individualities of customers.

B. PURPOSE OF THIS LESSON

After completing this lesson the participant should be able to:

1. discuss how the life values of customers affect their actions;
2. identify and describe the 4 processes experienced by customers that affect their actions while in your foodservice; and
3. give examples relevant to foodservice operations that illustrate the processes reviewed.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. The content of this lesson may only be appropriate for managers and/or directors. Review the lesson content thoroughly before scheduling this lesson.
3. Obtain life values discussed in Lesson 3.

D. KEY WORDS USED IN THIS LESSON

PERCEIVE: to attain awareness or understanding

FEELING: the capacity to respond to a situation according to one's opinion or belief

EMOTION: a state of feeling.

LESSON CONTENT	CLASS ACTIVITY
A. The effectiveness of any merchandising effort hinges upon an understanding by management and workers of the background, motivation, and individualities of the customers. When a customer walks into a foodservice facility he or she automatically engages in three interactive processes: perceiving, thinking, and feeling. By examining each of these processes we can understand better why customers act as they do.	Distribute Handout #4-1 to assist in taking notes during the discussion of this lesson.
1. Perceiving a. Perceiving is very subjective. We see what we want to see, and hear what we want to hear. How do your customers perceive you and your department? A small survey card distributed by the cashier might provide some surprising results. Initiation of a student advisory committee might also bring some interesting direct feedback on how you are perceived. b. Perceiving is selective. Humans can only consciously handle a few stimuli at a time, so keep your "stimuli simple". In other words, keep signs simple, menu working simple, and promotions simple. People have a limited attention span so simple stimuli are more effective.	
c. Perceiving is cumulative, which means there needs to be repetition of a stimulus over a period of time. For example, how many times have you walked by the same	Discuss how you might conduct a survey of your customers' perceptions of your program.

LESSON CONTENT	CLASS ACTIVITY
advertising sign, and never really read it? Suddenly one day you happen to read it. Thus, we can not assume that when something is posted in one obvious place in the dining room, that everyone will read it. This may mean that the menu needs to be posted in several locations, or that promotional signs need to be located in many different areas. Remember that two senses are better than one so that if you rely on the sense of sight (the eyes to read a sign) you will be less effective than if you can combine sight with another sense. For example, if there is a special meal being posted, play a record under the sign to draw the attention of customers, or ask someone with a good speaking voice to read the menu onto a tape cassette and have it repeating in a location near the posted menu. The combination of sight and sound will bring you more results. Perceiving is a closure action which means we have a tendency to iron out some visual stimuli. We tend to give selective attention to a limited part of what we see, and the rest we see as just background. For example, when we see a McDonalds Fast Food Restaurant we seldom actually read the word McDonalds, but we see the golden arches in front of the building and the rest of the outside of the building fades into the background.	

LESSON CONTENT	CLASS ACTIVITY
The orange roof on the Howard Johnson Restaurants, and the chef's cap on the Burger Chef Restaurants are other examples of this process. What this means is that the foodservice department should attempt to have a constant logo or color scheme that is associated with it. This can be done by always using signs of a given size, printed on the same color paper, and posted in the same places around your building or town. People will then begin to associate special events in the foodservice department with the "bright orange signs" posted near all entrances, for example.	
2. Thinking is also a process we engage in when we walk into a foodservice facility. a. Thinking can be what is happening in the present at this moment, or b. Thinking can be from the past from our memory. All thoughts we have take pieces from both the present and the past so it is important that we know the background of customers. How have customers thought about school lunch before they came here?	Review the life values discussed in Lesson 3 from the Massey tapes for the age group of your customers. List them on the board for review. How will these values affect their attitude toward you and your feeding program? List together on the board the many things you might include in your concept of a good meal. Would your customers create a similar list?

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LESSON CONTENT	CLASS ACTIVITY

Remember that words mean different things to different people and this is greatly influenced by our past background and experiences. For example, when you mention fried foods, some people instantly think of crispy, golden brown, tender food products. Another person thinks of a greasy, soggy product with little appeal.

3. Feeling is another process we experience when we walk into a foodservice. The characteristics of feelings include:
   a. The inertia effect, which means that once we are aroused about something we tend to remain aroused for a long time. This means that once customers feel positive about your operation or department, they will continue to feel positive for a long time. This also works for negative feelings which is why they are so hard to change.
   b. The expansion effect, which means that our feelings tend to spread to other people in our immediate environment. Thus, if customers have just had a great meal at your cafeteria, they will most likely go out and spread the positive word about this experience to everyone who is near them. Likewise, if they have had a negative experience, they will also "tell everyone". This effect can result from the decor of your dining room. If it has a relaxed, pleasant atmosphere, it will affect customers as a positive way towards the meals you serve.

LESSON CONTENT	CLASS ACTIVITY
c. The cathartic effect which means the "spilling out" of emotions. This effect can be very helpful to management. Upset feelings of a customer will tend to shrink in the talking or relating of them. If such feelings are repressed they tend to become more intense. Thus if management encourages customers to "air their gripes", the gripe will tend to decrease in intensity as far as the customer is concerned. If you don't "hear him out", his frustrations will grow. For the foodservice operator, this effect can be encouraged through: (1) use of opinion cards or surveys for customers to tell you their complaints; (2) use of a suggestions box for comments; and (3) contact directly with customers by having the manager/director circulating in the dining room during service hours.	
B. Understanding your customers includes knowing about their food habits.	Read through Handout #4-2 together and ask participants to offer examples of the various eating patterns of children. Do participants generally agree with these statements?

LESSON CONTENT	CLASS ACTIVITY
	Read through Handout #4-3 and #4-4 together. Again ask participants to offer examples of these customer traits which they have seen or experienced. Have there been any identified cases of malnourished customers which participants have come in contact with? Discuss the details and how the situation was handled.

HANDOUT #4-1

LECTURE OUTLINE - UNDERSTANDING YOUR CUSTOMERS

The following outline is provided to make taking notes easier. Examples of the processes described can be written at the right.

	EXAMPLES
A. Perceiving: 1. is very subjective - we see and hear what we want to	
2. is selective - keep the stimuli simple	
3. is summative - needs to be a repetition of a stimulus that is additive in nature	
4. is a closure action - we iron out some visual stimuli and only see some	
B. Thinking: combines the past and present	
C. Feelings: 1. the inertia effect - once aroused, we remain aroused	
2. the expansion effect - our feelings tend to spread to those near us	
3. the cathartic effect - "spilling out" of emotions reduces intensity	

HANDOUT #4-2

EATING PATTERNS OF CHILDREN

1. Most children enjoy eating and are especially susceptible to the way food looks and smells.

2. Children like to smell and touch foods before putting them in their mouth. Playing with foods is a natural thing for young children.

3. Children are naturally curious and this can be used as a tool to introduce new foods.

4. Children like some variety, but only one new thing at a time.

5. Children need preparation to accept new foods.

6. Children's taste buds are highly developed and they may be more sensitive to some tastes than adults.

7. Children are intrigued by texture, shapes, and temperatures of foods but for the most part prefer foods in their simplest form.

8. Adults generally expect children to eat larger portions than are nutritionally necessary for good health.

9. Children's eating habits change considerably even in grade school from kindergarten through the 6th grade.

10. Older children have different motivations for eating than young children. Can you describe such motivations for high school customers as compared to elementary customers?

11. Children's appetites change in relationship to their growth patterns. Slow growth accompanies eating less while fast growth years accompany eating more food.

12. A change in the setting, too much excitement, or being overtired will affect a child's eating habits.

13. Dawdling at mealtime is another childhood pattern which changes with age. Older children tend to do this less.

14. It is not unusual for children to have "food jags." These must be tolerated, usually, as a part of a "growth phase."

15. It is important to remember that each child is an individual. Some children will be good eaters and some children will be poor eaters. But unless there is some physical problem, even the poor eater can be well nourished.

HANDOUT #4-3

A STUDY OF A CUSTOMER . . . THROUGH THE GROWING YEARS

Because the early eating years are very important in helping to formulate food habits and preferences, the following outline of children's eating patterns is presented for review and discussion.

6 Year Old Customer

APPETITE	The child's appetite is usually large, and he may be said to be a "wonderful" eater. He may eat more between meals than at meal times. However, this customer likes a snack before bed, takes more than he can usually eat, and want the biggest piece. His breakfast appetite often continues to be the poorest of the day.
REFUSALS AND PREFERENCES	He refuses foods by smells and dislikes certain foods because of texture. He likes and is willing to try new foods but dislikes cooked desserts and cooked vegetables. This customer prefers meat, potatoes, milk, raw vegetables, peanut butter, ice cream, and candy.
SELF HELP	Many customers of this age prefer to finger-feed, though some will not touch food with their fingers because it is "messy." Usually using a knife to spread food is an awkward activity.
TABLE MANNERS	Manners are poor at this age. The child talks too much at the table, spills things, stuffs his mouth too full, and chews with his mouth open at times. He grabs for food, wiggles in his chair, or teeters back in his chair. He may even fall off his chair. He kicks the table legs, criticizes behavior of siblings and adults, dawdles, and may refuse a napkin unless tucked in at his neck.

7 Year Old Customer

APPETITE	It is now more moderate but extremes of poor and excessive appetite may appear in different children.
REFUSALS AND PREFERENCES	This customer is beginning to accept disliked foods though he still dislikes strongly flavored cooked vegetables or cheeses. He still likes milk, meat, ice cream, sandwiches, and peanut butter.
SELF HELP	This customer has very little difficulty with eating implements, but he may push food onto a fork or spoon with free fingers.
TABLE MANNERS	These are improving though he may still spill things, bolt down his food, and talk with his mouth full. He may want to bring his last activity to the table with him and will leave the table with any little distraction. At times he may be interested in the table conversation and may quarrel with another sibling. Sometimes he prefers to eat by himself so he can continue watching T.V. or continue reading. He prefers a napkin beside the plate and uses it when needed.

HANDOUT #4-3, page 2

8 Year Old Customer

APPETITE	It is now excellent. Poor eaters, for the first time, may have a good appetite. Some may even need to have their intake restricted.
REFUSALS AND PREFERENCES	There are fewer refusals now. Food preferences are about the same as the year before. This customer will try new foods, judge food by odor, and express a "love" for certain foods.
SELF HELP	The need to use fingers is less now. He is beginning to cut meat with a knife but is not skillful. He can "fix" his own hot dog or baked potato (add condiments or sauces).
TABLE MANNERS	They are variable at this age. There is a definite contrast between poor manners at home and good manners outside the home. At home he bolts down his food, spills food, pushes it around on his plate, takes large mouthfuls, and talks with his mouth full. He plays with his silverware and is aware of good table manners but doesn't put them into practice. He wants to have his turn to talk and tends to interrupt adult conversations. He may anchor his napkin by sitting on it.

9 Year Old Customer

APPETITE	This customer eats approximately an adult meal, and even the poorer eaters settle into a more balanced intake according to their needs.
REFUSALS AND PREFERENCES	This customer frankly refuses certain foods. It may be refused because it is cooked in a different way from what he is used to, and usually prefers and looks forward to a sweet dessert.
SELF HELP	There is good control of eating implements but he tends to saw meat with a knife and cut into large pieces.
TABLE MANNERS	They are generally improved but may still be better away from home than at home. He may become too absorbed in listening or in talking to eat properly.

HANDOUT #4-4

A GUIDE TO IDENTIFYING THE POORLY NOURISHED CUSTOMER

(Taken from "Nutrition Education . . . Whose Job?", West Virginia Department of Education - by Anita Ellis and Faith Gravenmier)

There is no instinct which guides us in the proper selection of food. We must learn what foods are needed for a healthy body. If we do not learn how to eat properly, what are the outward signs that our body is poorly nourished? You may identify some of these signs in your customers and may want to alert the proper school authorities.

Customers who are NOT WELL NOURISHED may be:

- restless, irritable, overactive and nervous
- tired with no energy
- sickly and apt to contract infectious diseases frequently
- short in size or underweight
- round-shouldered and unable to hold in stomach
- poor eaters who are finicky about food
- unable to digest foods well; may complain of stomachaches
- unable to pay attention or to listen attentively
- overweight with flabby muscles
- prone to dental caries and spongy, bleeding gums
- subject to chronic disease later in life

LESSON 5

UNDERSTANDING THE COMPETITION

A. GOAL OF THIS LESSON

The goal of this lesson is to study the competition that takes customers away from Child Nutrition Programs.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. list the items that attract customers to the competition;
2. describe the proper attitude required to handle competition;
3. discuss methods used by the competition to attract and hold customers;
4. evaluate own foodservice operation as compared to the competition; and
5. develop a plan to bring customers away from the competition and back to the Child Nutrition Program.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITY

1. Duplicate sufficient copies of handouts. Note that participants need two copies of Handouts #5-1 and 5-2.
2. Approximately 10 weeks in advance of the lesson, locate the film, "The Art of Getting Kids to Eat" from Chiquita Brands, Inc. (15 Mercedes Drive, Montvale, NJ 07645 - Phone 201-391-9200.) (Rental is free; 1981 cost is $10.00.)

D. KEY WORDS USED IN THIS LESSON

COMPETITION: the effect of two or more parties to secure the business of a third party by offering the more favorable terms

FOOD PRESENTATION: the way the food looks on the plate or dish and the manner in which it is served to the customer

EATING ENVIRONMENT: the physical surroundings (walls, tables, chairs) as well as the atmosphere (noise, music)

ATTITUDE OF PERSONNEL: the frame of mind employees reflect to customers.

E. REFERENCES

1. Nitzke, W.J. and B. Christensen, 1980. What nutrients are lurking in your burger and fries, and who can prove it? Institutions, 86(9):87-88.
2. School Food Action Packet, Organizing for Nutritious Vended Food, 1977, Center for Science in the Public Interest (CSPI), 1757 S Street NW, Washington, DC 20009. (Cost $1.50.)
3. Food and Nutrition Service, 1980. Competitive Foods. (7CFR, Part 220, USDA.) Make sure this is the most current.

LESSON CONTENT	CLASS ACTIVITY
A. Competition exists when two or more groups want the same thing. In our case this basically means that people who want children to eat good, nutritious foods are in competition with companies that want to sell those same children food which may not be as nutritious. As director/managers and foodservice professionals, you prepare meals which face several kinds of competition every day. Customers have a choice of 1) eating the food you present; 2) eating snack foods that may be available in nearby vending machines; 3) bringing bag lunches from home; and 4) for older customers, eating at nearby restaurants and fast food operations. And a child may also choose not to eat at all!	
B. What makes the competition so attractive to customers? Depending on the age of the children, the following items attract customers: 1. foods that have the taste customers like; 2. foods that are available fast with little waiting; 3. foods offered that are convenient and easy to eat; 4. various toys or "freebies" that are given to attract customers; 5. foodservice personnel that are friendly; 6. foods that are served in an attractive manner, and are colorful; 7. an atmosphere that "all their friends" eat there.	As a class discuss whether the items on this list are things that you can provide to your customers? How can they be provided? Give specific ideas for each item listed.
C. What should your attitude be toward competition? 1. Do not "knock" the competition. Instead stress the advantages of your foodservice operation through announcements in the class-	

LESSON CONTENT

rooms, posters and signs, fliers in lockers or on lunch trays, or any other means available to you.

2. You have an ethical obligation as a foodservice professional. As a professional, you "live in a fish bowl." Your actions are constantly under scrutiny by your employees, your administration, and your various publics (general public). If you "throw mud" at the competition, so will others in your department. Instead concentrate your time and effort on stressing the foodservice departments strong points.
3. To "keep up with the competition" you must be familiar with all the latest developments in the foodservice field. You must be aware of the latest eating habits of your customers. Therefore, you must remember to always continue your personal professional development. Forgetting is as active a mental process as is learning. Periodic refresher courses help eliminate bad habits and reinforce good ones. You must always keep abreast of the "knowledge explosion" and of technical changes relevant to your field. The key to staying competitive is to keep learning new things.
4. It is important to "keep current" yourself, but it is also important that your subordinates continue to develop and learn. Help them set professional goals within the realities of their present skills and encourage them to expand these skills so they may realize greater job satisfaction and perhaps job promotions.

CLASS ACTIVITY

Discuss ways of "keeping current" with foodservice and managerial skills, and popular eating trends of the day. What activities can you "do alone" and what activities require support from outside organizations? For example, reading a book on managing a school lunch operation can be done alone, but taking a course in developing supervisory techniques would require the support of a local junior college or another appropriate organization.

LESSON 5: UNDERSTANDING THE COMPETITION

LESSON CONTENT	CLASS ACTIVITY
D. Child Nutrition Programs can compete with fast food restaurants, vending machines and browns bags. Some of the ways to do this include improving: 1. Food Presentation: Nutritious foods should be served in ways that appeal to customers. This is termed the palatability of foods. 2. Eating Environment: The eating location should be as efficient and pleasant as possible. 3. Attitude of Personnel: Foodservice employees should be friendly and helpful to students. More discussion on these three topics will be presented in later lessons.	Show the filmstrip, "The Art of Getting Kids to Eat." Ask each participant to identify one new thing that they learned from the film. Discuss these together after the film. For participants who have open campuses and suffer from competition down the street, discuss and review Handout #5-1 and #5-2. Ask each participant to complete this review before the next class meeting. Bring all results to the next meeting for discussion. For participants who have a large percentage of "brown bag" competition, review Handout #5-3 and #5-4. Ask these participants to complete the review before the next meeting and bring the results of the survey to class for discussion. For participants who have vending machines as competition, discuss Handout #5-5 as a group. Have any of these suggestions been tried? Are there other suggestions that can be made that have been successful?

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HANDOUT #5-1

ANALYSIS OF OFF-CAMPUS COMPETITION

Answer the following questions about your nearest off-campus competitor and about your foodservice operation. Compare the results and discuss them with fellow participants.

YOUR OPERATION	QUESTIONS	YOUR NEAREST COMPETITION
	1. How large is the dining area? (number of seats)	
	2. How are seats arranged? (seating for large groups or small groups)	
	3. Is the dining room one large area or is it divided into small units to give a less institutional look?	
	4. Compare the menu variety item for item. Who offers more choices?	
	5. Compare the prices of menu items. Is there much difference? Attempt to get a meal check average from the manager of your competition. How much do customers spend when they eat there?	
	6. Honestly and objectively, compare the quality of food served. (Handout #5-2 offers a 100 point evaluation form to use for this purpose.)	
	7. On several occasions evaluate the attitude of the serving or counter personnel. (Do a "smile count" over a 15 minute peak period of a meal and compare results.)	

HANDOUT #5-1, page 2

YOUR OPERATION	QUESTIONS	YOUR NEAREST COMPETITION
	8. Do you think the age of the counter personnel has an affect on attracting customers? Compare estimated ages of serving personnel in both locations.	
	9. Compare locations - Time the distance from a students locker to each location. Can you walk to both locations? What is the length of the meal period?	
	10. Compare the cleanliness of both operations. Consider tables and chairs, floors, walls, food, and the serving personnel.	
	11. Compare the time it takes to get a meal. Do this by timing a customer who enters the door of each operation, and see how long it takes him or her to get served and sit at a table. Time at least 6 customers at each location.	
	12. Compare the overall decor of both locations. Does the decor tell the customer "We like people!"? Could the decor be improved? In what way?	
	13. If you could choose, would you eat at these foodservice operations? Why, or why not?	

After comparing these two operations, summarize the good points of your operation. Start a program or campaign to stress these points to your customers or prospective customers. If you have identified weaknesses in your operation that you would like to change, have a meeting with your employees and some of your students and attempt to reach solutions as to how these weaknesses can be corrected. Meet with your supervisor to discuss ideas he/she may have on how to solve the weaknesses you have identified. You may not be able to change everything at once but you can design a long range plan for changing some things slowly as the budget and time will allow.

Suggestion: You may find that getting to know the management at your competition is very much to your advantage. Encourage them to offer positive, public support to the school feeding programs in your area. This may be very easy if they happen to have children in your program. Try to develop joint promotions with them which will benefit both operations. For example, you might distribute a coupon for a free order of some food or beverage to everyone who buys a complete meal at school. Other promotional ideas can be created along these same lines.

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HANDOUT #5-2

Name of Location__________

FOOD EVALUATION FORM

Evaluate each food on the menu of your foodservice and your competition's foodservice using the following evaluation form. Give 10 for a perfect score. Add the points and then determine averages for entrees, salads, vegetables, desserts, and beverages. Compare the averages of the two locations being evaluated.

Foods Tasted	General Appearance Appetizing? Appealing?	Proper Portion	Temperature			Flavor	Texture	Color	Consistency Standard Sizes, No Lumps	Aroma	Size & Shape	Overall Acceptability	Total Score Possible
			Proper Cold Warm Hot	Actual Cold Warm Hot	Score								
	10	10			10	10	10	10	10	10	10	10	100

HANDOUT #5-3

HOW TO COMPETE WITH BROWN BAG LUNCHES

1. Using the form on Handout #5-4, take a survey of the contents of 40 brown bag lunches brought to your school. This can be done by the manager/director, by a foodservice worker, or by a student who has good rapport with fellow students. One of the students from the Student Advisory Committee would be an excellent choice for this assignment.

2. After the data has been collected in the "Lunch Components" column, total the numbers of each item listed. Then answer the questions in the right hand columns on the form. Answering these questions may be done best as a group with all foodservice employees from that particular school or program. Discussion of the form with your supervisor or intermediate foodservice consultant may be helpful.

3. Answering the question, "Can we provide brown bag lunches with similar contents that will fulfill the required meal pattern?", may be difficult. Hopefully, your answer to this question will be yes.

   If you decide to provide "brown bag lunches" regularly, design a flyer that can be distributed around school and taken home by students. It should describe and illustrate the new program including the menu assortment available daily. Few mothers enjoy packing lunches 5 days a week so they probably will encourage their children to buy their lunch if what the child wants is available. In the flyer you can also point out that your sandwiches stay refrigerated all morning until just before lunch so they are the freshest possible. A room temperature lunch box is hardly a desirable situation for a meat type sandwich, especially in the warmer months.

   You may find that 4 or 5 of the most popular sandwiches offered every day in a brown bag will bring these customers to your counter. Although adults demand variety in menus, young children seldom mind a limited menu of their favorite foods. Even with older customers, the popularity of hamburgers and hot dogs served frequently (almost daily in some cases) shows that variety is not always necessary. Provide what the customers want even if it appears to be repetitious to you.

Sample menu - DAILY BROWN BAG CHOICES

Sandwiches - Peanut Butter and Jelly + Cube of cheese
Ham
Bologna
Luncheon meat

Vegetables and Fruits (select 2)
Vegetables Sticks (carrots, celery, cucumbers, green peppers)
Apple
Banana
Pear

Actually serve the pre-wrapped sandwiches in a brown bag and let the customer add the vegetable sticks or fruits of his/her choice, plus milk. Mustard, catsup, mayonnaise or margarine can be available in individual preportioned pouches that they can apply themselves.

HANDOUT #5-4

BROWN BAG MEAL EVALUATION FORM

List the items being brought to school in "brown bag" lunches. Evaluate 40 lunches. Then answer the questions following each item entered on the form.

Lunch Components	Total Count	Meets Meal Requirements		We Could Provide	
		Yes	No	Yes	No
ENTREE ITEMS					
BREADS					
VEGETABLES					
FRUITS					
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HANDOUT #5-4, page 2

Lunch Components	Total Count	Meets Meal Requirements		We could Provide	
		Yes	No	Yes	No
BEVERAGES					
DESSERTS					
SNACKS OR OTHER FOODS					

HANDOUT #5-5

HOW TO COMPETE WITH VENDING MACHINES

1. If vending machines exist in your building, work with your administrators and board of education to establish a set policy on when these foods will be available. Make sure the items comply with the Competitive Food Regulation. Consider relocation of these machines in order to have greater control over the hours of service. Also consider renting the machines but filling them yourselves if this is not already being done.

2. Also work with administration on putting nutrient-rich foods in the vending machines such as bags of nuts, dried fruits, fresh fruits, and granola bars. If students are eating these foods as a breakfast substitute at least they are consuming more than just "empty calories."

3. Also consider selling some of the items usually found in the vending machines on the a la carte food counter. If customers come into your facility to buy this snack food, they may also buy a sandwich, or a beverage that they wouldn't purchase if they just went to the vending machine.

4. Discuss other ideas that participants have about how to "live with vending machines."

LESSON 6 PROGRESS TEST I - LESSONS 1, 2, 3, 4, and 5 ON MERCHANDISING

A. GOAL OF THIS LESSON

The goal of this lesson is to review the most important aspects of the past five lessons, by administering the following Progress Test.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. summarize and review the important information presented in Lessons 1, 2, 3, 4, and 5;
2. emphasize the most important points presented in Lessons 1, 2, 3, 4, and 5; and
3. identify subject areas in which participants desire or need further study and practice.

C. INSTRUCTOR PREPARATION FOR CLASS PROGRESS TEST

1. The time allowed for this lesson is approximately 25 minutes.
2. Duplicate sufficient copies of Progress Test.
3. How the Progress Test should be given:
    a. Pass out copies of the progress test to each participant.
    b. Provide pens or pencils for those who may not have brought their own.
    c. Explain that the reason for this Progress Test is to review the important information presented in the past three lessons.
    d. Briefly go through the test together to explain the different kinds of questions to be sure that all participants know what they need to do for each question.
    e. Allow approximately 25 minutes for participants to complete the test.
    f. Allow participants to keep their own test while answers are discussed.
    g. State aloud which answer(s) are correct for each question.

h. Discuss how to change false statements so they read "true".

i. Lead a class discussion relating to reasons why other choices, if given, are incorrect. Ask participants to give examples of the application of each question to their school foodservice situation.

j. Allow any participants who desire to do so to retake the test on their own time.

k. Provide additional references on any topic to participants who desire further information.

NOTE: The Progress Test should NOT scare or humiliate participants or be used as a device to keep them from continuing on with further lessons. There is no minimum score of success. This is an exercise or learning activity just as the other lessons have been.

PROGRESS TEST 1

Answer the questions below as directed.

True or False

1. Your public image as a foodservice professional includes your appearance, your attitude, and your personality.

   a. True b. False

Multiple Choice (more than one answer may be correct)

2. The act of selling a product or service may include:

   a. advertising
   b. writing a new menu
   c. personal selling
   d. publicity
   e. increasing participation rates
   f. promotions

3. When typical customers walk into your foodservice operation they are expressing the following processes that will affect subsequent actions.

   a. hunger
   b. perceiving
   c. resentment
   d. thinking
   e. feeling
   f. depression

4. When customers are not well nourished, they may show the following symptoms:

   a. restlessness and nervousness
   b. good grades
   c. shiny hair
   d. poor eating habits with poor digestion
   e. underweight or overweight conditions
   f. poor teeth and gums

5. Customers are drawn to eating at "the competition" because:

   a. completion serves foods customers like
   b. foods are served fast and in a convenient form
   c. foods are cheaper
   d. foods are served in attractive, friendly manner
   e. the food quality is better

6. As a foodservice professional you should:

   a. stress the negative side of eating at your competition to your customers
   b. try not to fight the competition since they are usually big companies
   c. stress the advantages of your foodservice operation as compared with the competition
   d. personally stay current with today's eating trends so you can stay competitive in the foodservice field
   e. let your customers pick where they want to eat and don't worry about low participation levels

7. Food merchandising programs:

   a. guarantee an increase of 10% in participation levels
   b. may help increase food acceptability to customers
   c. may decrease food waste
   d. usually encourage creativity and imagination among foodservice workers
   e. may improve nutrition education in your program
   f. are always free and very easy to do

Matching

8. Match the selling methods and techniques at the left with the examples at the right.

____ external selling

____ internal selling

____ advertising

____ personal selling

____ publicity

____ promotion

a. buying an ad in the high school paper
b. inviting school editor from local newspaper to lunch to observe a special merchandising program
c. cheerful comments from counter serving personnel
d. posting nutritional values of foods served during National Nutrition month
e. encouragement and support from teachers for your program
f. signs in dining area telling of a coming BBQ special for a special called "Westward Ho!"

9. Match the life values at the right with the proper age group at the left.

____ 60 years old

____ 50 years old

____ 40 years old

____ 30 years old

____ 20 years old

____ 10 years old

a. the bad guys are heros
b. credit cards and the "good life"
c. mobility and family decay
d. patriotism and a sense of commitment
e. the depression
f. Watergate

10. When people perceive something, they do it in one of four ways. Match the kind of perception at the left with the definition at the right.

____subjective perception

____selective perception

____summative perception

____closure perception

a. ability to handle only a few stimuli at a time

b. ironing out of some visual stimuli so only see one

c. we see and hear what we want to

d. the need for repeated stimuli with an additive effect

11. Feelings create moods and can have three basic effects on people. Match the effect at the left with the definition at the right.

____inertia effect

____expansion effect

____cathartic effect

a. feelings tend to spread to those near us

b. the "spilling out" of emotions which reduces their intensity

c. once feelings are aroused we may remain aroused for sometime.

Your Score__________

ANSWER KEY

PROGRESS TEST I

1. True

2. a, c, d, f - Writing a new menu may be part of these basic four and increasing participation rates is the end result you hope for after using these four.

3. b, d, e - These are the only processes listed (end in "ing"). A customer may be hungry, may feel resentful for some reason, or feel depressed but the correct processes that will affect his/her actions are only the three correct answers.

4. a, d, e, f - Good grades and shiny hair are incorrect answers.

5. a, b, d - Food may not be cheaper or better at the competition.

6. c, d - Stressing the negative side of the competition is not a professional action to take. You should try to "fight" the competition by stressing the advantages of your operation because you do have to worry about low participation levels. You should always be working towards increasing participation.

7. b, c, d, e - There is no guarantee of an increase in participation levels but hopefully, you will experience more sales from merchandising programs. Some merchandising programs are "free and easy" but many take determined effort by management to make them successful.

8. e, f, a, c, b, d.

9. d, e, c, b, a, f.

10. c, a, d, b.

11. c, a, b.

LESSON 7 HOW TO MERCHANDISE DAY TO DAY

A. GOAL OF THIS LESSON

The goal of this lesson is to learn about low cost ideas for merchandising Child Nutrition Programs on a day to day basis including operational activities, eating environment suggestions, and developing support from personnel for such merchandising programs.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. identify the criteria used to judge food palatability;
2. use descriptive adjectives to improve menu wording;
3. identify appropriate food garnishes for a variety of foods;
4. evaluate the eating environment and identify strengths and weaknesses; and
5. explain the importance of a positive attitude for all serving personnel.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Ask each participant to bring a copy of a recent weeks menu to use in class, page 54.
3. Note second class activity which requires sample plates for review and discussion. Arrange for frozen sample plates or food models for use in this lesson, page 56.
4. Arrange for videotaping role-playing exercise, if possible, page 61.

D. KEY WORDS USED IN THIS LESSON

PALATABILITY: the degree of customer acceptance of a product, factors influencing the acceptance are palate, taste and opinion

GARNISH: to add a savory touch to food or plate to enhance and increase eye appeal

E. RERERENCES

1. Deetz, F., 1980. The Bread Bar: A New Sensation, School Food Service Journal, 34(6):128.
2. DiSalvo, S., 1980. Trim the Waist/Waste, School Food Service Journals, 34(6):34, 36-37.
3. California Iceberg Lettuce Commission, undated. The School Salad Bar (4 page free brochure), P.O. Box 3354, Monterey, California, 93940.

LESSON CONTENT	CLASS ACTIVITY

A. Operational Suggestions. It is very difficult to promote and sell foods if they are not prepared or presented attractively. To understand this aspect of foodservice, remember that palatability of foods can be divided into two categories: food appearance and food quality.

1. Food Appearance can be divided into five traits that all contribute to the food's appearance. They are:
   - a. Quantity: Is the portion correct?
     - 1) What is the result of portions being too large?
       - a) Customers may throw excess food away, thus, being a waste of food.
       - b) Good appetites are affected negatively by over-portioning.
       - c) Food costs will increase because you are giving an excess on every portion.
     - 2) What is the result of portions being too small?
       - a) Customers are not pleased and may not return.
       - b) Customers may complain that they aren't getting their money's worth.
     - 3) How can you control quantity of foods served?
       - a) Insist on proper use of scoops and ladles on the serving line.
       - b) Pre-score bulk panned foods to indicate proper portions. This could include firm casseroles, cakes, pies, baked puddings and other foods.
       - c) Slice or pre-portion foods in the kitchen prior to being sent to the serving counter whenever possible. This would include foods such as roast meats, poultry, meat loaf, bread dressing, some casseroles, and vegetables such as cabbage wedges and broccoli spears.

LESSON CONTENT	CLASS ACTIVITY
b. Color: Is the color of the food appealing, offering a freshly prepared appearance? Remember, color contrasts among foods help stimulate good appetites.	
1) Ask yourself the following questions concerning the color of the foods you serve: a) Are your foods "too brown" due to overcooking? b) Are your vegetables olive green instead of bright green? c) Are your potates yellowish rather than snowy white? d) Are foods arranged on the serving counter in an attractive manner? For example, are all brown foods together?	
2) Are foods garnished in a way to offer color contrast? Garnishing can be done with a variety of foods and can do the following things: a) Make food look better. b) Improve the flavor. c) Improve the design and appearance of food. d) Give customer the feeling of a better value. e) Can stimulate the appetite. f) Can help fill up a skimpy looking plate.	Review Handout #7-1 together. Using a recent weeks menu from your school, identify each day at least one garnish that could be added to the foods listed to make them more appealing. (This includes garnishes for entrees, other hot foods, salads, and desserts.)
3) Garnishes should: a) have eye appeal; b) be edible; and c) high-light foods, not overwhelm them.	

LESSON CONTENT	CLASS ACTIVITY

c. Form: Is ther variety in the form and shape of the food served? Ask yourself:
   1) Are all the shapes in the beef stew square and chunky? (Try julienne cut meat, cubed potatoes and carrot coins for a change.)
   2) Do you have foods with similar form on the same menu such as fish sticks, french fries, and green beans.

d. Neatness: Is the food portioned and arranged on the plate in a neat manner? Ask yourself:
   1) Is food merely put on the plate, or is it placed on the plate?
   2) Are sliced meats cleanly sliced without ragged edges?
   3) Is cooked meat loaf sliced while cold to give a clean neat slice? (pre-cooked, chilled, sliced cold, end--heat for service)
   4) Are preformed patties in one piece or do they get broken during handling and service?
   5) Does gravy drip over the edge of the plate?
   6) Are vegetables with liquid or sauces served in side dishes rather than directly on the entree plate, to give a neater appearance?
   7) Are gelatin salads and desserts in one neat piece or are they cracked and broken?

LESSON CONTENT

e. Arrangement on plate: As plates are being served, are foods placed in an appealing arrangement? Ask yourself:

   1) Does the entree gravy or sauce run over into the vegetables?
   2) Are foods put on the plate in such a rush that one food is on top of another?
   3) If garnishes are placed on each entree plate as served, are they appropriately placed? (A parsley sprig upside down on a plate does not give the impression that you really care!) Arrange the garnish correctly--or do not use it at all. No garnish is better than a poor or wilted garnish.
   4) Are lettuce liners under salads arranged so that the edge of the plate shows on all sides like a frame on a picture?
   5) Are desserts centered on the plate or are they placed to one side as if no one cares?

2. Food Quality can be divided into five traits that all affect the total palatability of foods. They are:

   a. Odor: Does the food you serve smell good and stimulate a customer's taste buds?

      1) Do foods smell as they should
      2) Do foods smell as the customer expects? (For example, do fried foods smell of old frying fat or of the food product being fried?)

CLASS ACTIVITY

Arrange to have sample plates available for participants to evaluate using the various criteria traits discussed in this lesson such as quantity, color, form, neatness, arrangement on plate, texture, and flavors. This can be done with real foods either freshly prepared, or sample plates can be wrapped and frozen in advance from several previous menus. Plastic and/or paper food models to use on sample plates may also be available from the local dairy council office.

LESSON CONTENT

CLASS ACTIVITY

b. Temperature: Are foods served at proper temperatures? Are hot foods hot, and cold foods cold?
   1) Are serving dishes pre-heated or chilled before serving to help maintain proper food temperatures?
   2) Are food temperatures (both hot and cold foods) checked daily to assure quality of foods served? Serving temperatures should be:
      a) 140°F or higher for hot foods
      b) 40°F or below for cold foods

c. Texture: Is the texture of the foods served appropriate?
   1) Is the gravy lumpy? (poor texture)
   2) Is the roast meat stringy due to improper slicing?

d. Consistency: Are the foods served appropriately consistent?
   1) Are slices of meat loaf of a consistent size?
   2) Are dessert portions of a consistent size?
   3) Are meat balls the same size?
   4) Are cut green beans approximately the same size?

e. Flavor: Is the flavor of the foods served appropriate to the meal and to the audience being served?
   1) Do foods taste as the customers expect them to taste?
   2) Are the natural flavors of foods evident?
   3) Are spices used appropriately? (including decreased salt use)

LESSON CONTENT

4) Is there a duplication of flavors in one meal? Are there several bland or several strong flavors in one menu or in one meal, for example macaroni and cheese served with a cottage cheese salad with a custard dessert.

B. Menu Wording and Presentation

For many customers the written menu is the first impression received about a foodservice. This can be the published menu in the newspaper read by parents or radio announcer, or the posted menu read by potential customers. Menu wording has great impact on customer's reactions, as does menu appearance and presentation.

1. Menu wording should be clear, specific, truthful, and leave the customers with a positive mental image.
2. Menu wording should attempt to establish "word pictures" for the customer, and arouse a desire for your food.
3. Menus should be spaced properly and not crowded. The type used should be easy to read.
4. Menus used for distribution (sent home to parents or to be posted around the school) should be neatly typed and reproduced in a professional manner. A neatly typed original, reproduced on a good copy machine is far superior to a "purple ditto" copy. Remember this menu represents you and your department and you want your image to be one of high professionalism.

C. The Eating Environment

1. Counter appearance: Does your cold food counter look the same every day?

CLASS ACTIVITY

Using Handout #7-2 review the two versions of the menus presented. Individually or in pairs, revise the remaining menus so as to improve menu wording. Use the menu wording guide for ideas of words to use. When completed, share results with the class.

LESSON CONTENT

CLASS ACTIVITY

a. Are the gelatin salads and cookies always in the same position?
   Instead of straight lines of portioned cold foods, place them in a diagonal line.

b. Does a foodservice worker check the front of the food line every 15 minutes to clean-up foods spilled or dropped by customers?

c. Are pans of hot foods kept neat and fresh looking during the entire serving period?
   1) Is there a dry, crusty layer around the sides of your chili pot or stew pan that makes it look like it has been there all week?
   2) Change the pot or pan when such dry layers form larger than 1 inch deep.
   3) Pour food contents into clean, heated pans for continued service with a "just prepared" appearance.

d. Consider the color arrangement of:
   1) Hot food counter: Is all the brown food together?
   2) Cold food counter: Are like colors separated by contrasting colors?

2. Dining Area Arrangement: Consider the following:
   a. Can your dining area be rearranged in any fashion so as to de-emphasize the "one large room" concept?

    1) Are any types of dividers available that could block off smaller eating areas?
    2) Can the high school shop class design and make such dividers as a project?
  b. Can tables and chairs be arranged in another direction for variety? Instead of always going east to west, try going north to south, or even diagonally.

3. Music: Is there a source of music in your dining area? This may consist of:
  a. Records or tapes played in one corner.
  b. Music over the public address system.
  c. Live music donated by student groups, band, or orchestra members.
  d. Music daily may be unrealistic but once per week or bi-weekly may be feasible and would present a different dining area atmosphere. Any music provided in the dining area should be controlled by the foodservice department so that acceptable volume levels can be maintained. Note the music level provided in local area restaurants.

4. Walls: What do the walls look like in your dining area?
  a. Is it possible to display student art on the walls in the dining area?
  b. Could art classes create appropriate posters or pictures related to food, good health, and proper eating habits that could be displayed on the walls in the dining area?

LESSON CONTENT

D. Attitude and Support of Personnel

1. Although merchandising and overall decor can be a favorable influence on customers, ultimately they react to the individuals who serve them. It is the staff who makes the facility come alive. Surveys in public feeding facilities have concluded that the reason for repeat business is, "I like the way I was treated." This type of merchandising merely takes some simple training and effort by management.
2. To be truly successful, all merchandising ideas and programs should have full support from all foodservice workers. This can easily be done by including them in the early development and planning of such programs. Often, better and improved methods and ideas are generated from the workers who are involved in foodservice on a daily basis.
3. All counter personnel must be trained in the various methods of dealing with young customers. Smiling and conversing with customers as they pass down the food line makes them feel that you are glad they came. Offering suggestions to help make a food choice is often appreciated even if offered in a light vein such as, "Better eat green beans today, Marvin, so you'll do well on your math test this afternoon."
4. Conversation with customers may also involve the ingredients in the foods offered, especially a new menu item. For example, "This new pizza has mushrooms on it today for a change."

CLASS ACTIVITY

Using an available (vacant) serving counter, role play the following situation. Ask several participants to act as counter servers, and a cashier. Ask them to quickly decide what is on the menu that day and write the names of the food in large letters on a piece of typing paper. Place the paper in appropriate empty counter pan for this exercise. Ask the remaining participants to play typical students. The group can decide on what age group they wish to be - middle or high school.

Proceed as if this were a typical lunch period. As customers come down the line they should respond with typical comments they have heard from customers. After all the role playing students have gotten their meals, evaluate the responses of the various counter personnel to the students. What could have been handled in a better way? Could any "sticky" situations have been handled differently?

Note - If possible arrange to videotape this exercise so participants can all evaluate their own responses in this situation

LESSON CONTENT	**CLASS ACTIVITY**
5. Conversation between customers and counter servers may also increase the daily check average. Often times suggesting someone try a new dessert or the new soup will encourage them to buy an item they hadn't planned on purchasing.	

HANDOUT #7-1

GARNISHING TO ADD EYE APPEAL

When selecting garnishes, remember these guidelines:

Color - either harmonious or contrasting
Shape - adds variety in shape and size
Flavor - complementary or contrasting
Appearance - including arrangement and neatness
Texture - in contrast to other foods in general
Convenience - easy to prepare and use
Cost - be within budget allowed
Availability - must be readily obtained

GARNISHES - CLASSIFIED BY GROUPS

1. Greens
   Parsley - sprigs, chopped
   Watercress - sprigs
   Green Peppers - strips, chopped, rings
   Lettuce Leaf - under slaw or other salads
   Fresh Mint - leaves, sprig, chopped
   Celery - tops as sprigs

2. Vegetables
   Carrot - strips, curls, krinkle cut
   Pimentos - strips, chopped, cut in fancy shapes
   Radishes - slices, roses, grated, fan shaped
   Tomatoes - sliced, wedges, halves, stuffed
   Chives - chopped
   Onions - rings, whole spring, chopped, fried
   Cucumber - slices, twists, spears
   Potatoes - chips, fluted border of whipped, sticks

3. Fruits
   Lemon - slices, wedges
   Pineapple - slices, sticks
   Berries - whole, halved, crushed, sauce
   Apples - fried, rings, spiced, sauce, jelly
   Cherries - whole, sliced, chopped, candied, sauce
   Candied Fruit Peel - chopped, strips
   Spiced Watermelon Rind
   Peaches - spiced, glazed, stuffed with jelly
   Pears - sliced, spiced, stuffed

4. Breads
   toast points, sticks, croutons, crackers, Rye-Krisp

5. Eggs - sliced, halved, stuffed, chopped

6. Bacon - strips, curls, chopped

7. Cream - whipped, rosettes

8. Nuts - chopped, whole, sliced

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HANDOUT #7-2

MENU WORDING

Together review the two versions of the menus below. Using the Wording Guide below, identify the kind of words used in version 2 of each menu. Using the Wording Guide, individually or in pairs as assigned, revise the school menus listed on the next page. Share the results with entire class.

MENU - VERSION 1	MENU - VERSION 2
Hot Dog	Juicy Hot Dog on Soft Bun
Banana	Fresh Ripe Banana
Orange Juice	Chilled Orange Juice
Milk	Dairy Fresh Milk
Toasted Cheese Sandwich	Toasted American Cheese Sandwich on Wheat Bread
Canned Pear Half	Chilled Pear Compote
Relishes	Fresh Vegetable Relishes
Milk	Cold Fresh Milk

MENU WORDING GUIDE

1. Method of Cooking: roasted, broiled, country-style, toasted, BBQ
2. Cut of Meat: shoulder, rib, chop, cutlet, patty
3. Form: boneless, sliced, diced, whole
4. Quality or Grade: choice, jumbo
5. Essential Ingredients: with mushrooms, with green peppers
6. Method of Service: individual pot pie, casserole, brochette, with gravy or sauce
7. Place Names: deep sea, Boston, California, Hawaiian, Spanish, Southern
8. Trademark Names: Armour Star, Jello, Mrs. Smith's Pies
9. Quality Words: crisp, young, garden, tender, fresh, iced, sugar-cured
10. Color Words: golden brown, green yellow, silver, pink

Words to avoid due to poor "word picture" image:
boiled, mashed, minced, plain, canned

HANDOUT #7-2, page 2

Revise the wording on the following menus to improve their "word pictures".

	MENU - VERSION 1	MENU - VERSION 2	
		WORDING CHANGES	EYE APPEAL CHANGES
#1	Tuna Sandwich Applesauce Grapefruit Juice Milk		
#2	Peanut Butter/Jelly Sandwich Cheese Cake Fruit Cocktail Cole Slaw Milk		
#3	Pizza Green Beans Grape/Apple Juice Milk		
#4	Meat Loaf Mashed Potatoes Peas Bread/Margarine Milk White Cookie		
#5	Cheeseburger Pear Potato Salad Milk		
#6	Spaghetti Green Beans French Bread Canned Peaches Milk		
#7	Macaroni & Cheese Mixed Vegetables Blueberries Milk Brownie		

LESSON 8:

LONG TERM MERCHANDISING

A. GOAL OF THIS LESSON

The goal of this lesson is to identify methods and ideas for improving merchandising in a school foodservice operation that may involve long term planning and financing.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. identify styles of foodservice applicable to Child Nutrition Programs;
2. identify production systems applicable to Child Nutrition Programs;
3. identify renovations possible for dining and serving areas to improve merchandising of foods served; and
4. identify renovations possible for kitchen and preparation areas to improve merchandising of foods served.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. This lesson may only be appropriate for school foodservice managers and/or directors. Review lesson content thoroughly before scheduling this lesson.

D. KEY WORDS USED IN THIS LESSON

CAFETERIA STYLE: customers progress through a serving line, select their food and carry from counter to to table

SALAD BAR: a table or counter that displays salad ingredients including "greens", protein (beans, cheese, fish, meat, poultry), vegetables and selection of dressings; the customer selects his combination of ingredients

BUFFET: a meal at which customers serve themselves from dishes displayed on a table or counter

FAMILY STYLE: tables are set with flatware, milk, and sometimes salad or dessert before the students are seated and the serving dishes are placed on the table; each student selects the food and the amount she/he wishes to eat; many times seconds are available.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. School Food Action Packet, Four Ways to Serve Children, 1977, Center for Science in the Public Interest (CSPI), 1757 S Street NW, Washington, DC 20009 (Cost $1.50).
2. The School Salad Bar. (See references, Lesson 7, page 52.)
3. Hoch, B. 1980. Salads are super. School Foodservice Journal. 34(6): 136-143.
4. Excerpts from: Scramble Way Beats 'Em All. See Appendix.
5. Excerpts from: The Bread Bar. See Appendix.
6. DiSalvo, S. 1980. Trim the waist/waste (salad bar). School Foodservice Journal. 34(6): 34, 36-37.

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LESSON CONTENT

As discussed in Lesson 7, merchandising on a day to day basis is very important for the success of any food service operation. However, there is also a need to consider long range merchandising programs that will improve the overall operation and image of the foodservice department, increase participation, and help the department stay current and up-to-date with modern methods of foodservice operation and management. Long range merchandising may include renovations for the kitchen and preparation areas (known as the back-of-the-house) or for the serving and dining areas (known as the front-of-the house). Renovations may include improving the interior decorations or purchasing new or additional capital equipment. Most long range merchandising plans involve a considerable financial outlay and, thus, will require advanced planning and proper budgeting.

A. Service Styles To Consider

There are many different styles of foodservice to consider using in your operation. They include cafeteria, family style, and table service. For most Child Nutrition Programs, the first two are the only styles of service that are realistic to consider.

1. Cafeteria Style Service

   a. This style of food service began in the 1800's in the mining colonies of the western United States due to the large numbers of customers needing foodservice and the scarcity of eating establishments.

CLASS ACTIVITY

At the beginning of class hour, have everyone pick a slip of paper from a container. Six of the slips will have one word(s) written on it (straight line, scramble, salad bar, buffet, fast food, family style). The individuals that pick one of the words will have five minutes to tell the group if it would or wouldn't work in their school. He/she can ask others in the class to assist in the

LESSON CONTENT	CLASS ACTIVITY
b. To accomodate the large crowds, the self-service group feeding system was initiated and is in use today, known as a cafeteria. c. Cafeteria service is simple, direct, fast, and low in cost. d. Customers select hot food from a counter and a server dishes it up and hands it to them. e. Cold foods (salads and desserts) are usually preportioned and are selected by customers from the counter as they pass. f. The self-service cafeteria concept has several variations: 1) Traditional Straight Line - This kind of cafeteria is found in most facilities that feature cafeteria service. All foods are displayed on a single counter (can be L- or U-shaped) with hot foods, cold foods, and beverages arranged in areas. 2) Scramble or Shopping Center Cafeteria Line - This kind of cafeteria takes the traditional single serving line and breaks it into smaller counter sections with each providing one category of foods. a) For example, one counter may serve hot entrees, one sandwiches, one salads, one desserts, and another beverages. b) This system discourages long lines and allows customers desiring only a few food items to "jump" from counter	presentation, 10 to 15 minutes will be allowed for assembling the presentation. Those people that did not receive a number, will divide into groups (3-4 persons) and decide what they would like to try in their school(s) in the way of change. A spokespersonwill be chosen from the group and report their findings. As many groups as possible will be heard. (Handout #8-1, Service Styles) -OR- The slips picked from the box could have repetitive numbers to meet group size (5/group) and then each group would receive a situation statement. The number of situation statements would depend on group size; but a spokesperson would be responsible for reading statements and the group decision. It is also possible that a sheet listing all statements could be handed out at the time reports are to be given.

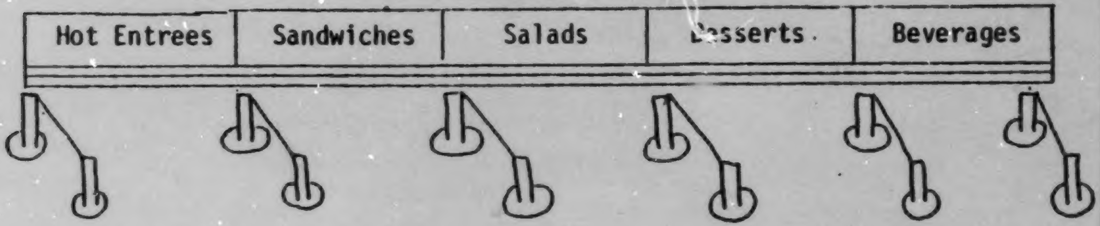
LESSON CONTENT	CLASS ACTIVITY

to counter, thus, eliminating their having to stand behind other customers trying to decide what they want.

c) Customers who bring their lunch (brown baggers) who just want a beverage can easily select their choice at the beverage counter, and won't slow down the entire cafeteria line.

d) Some traditional single cafeteria lines have been converted to this style of service, by the use of portable stanchions or posts with ropes, to indicate the separation of the various counter sections or areas.

The diagram below illustrates this idea:



e) When selecting equipment for a new shopping center type cafeteria system, consider using portable counters on wheels which offer flexibility in service area arrangement.

LESSON CONTENT	CLASS ACTIVITY
f) The ability to change the serving area periodically helps eliminate boredom for daily customers. 3) Salad Bars A salad bar can be part of a shopping center or scramble type cafeteria system or can be added as an additional feature to a traditional line. a) This counter can be portable and designed for this purpose. b) Any available table can be assembled and used as a salad bar. For example, double counter pans with ice in the bottom pan can be set-up on any table and used as a salad bar if the "real thing" is not available. c) Customers like to be a "part of the action" and that is the appeal that salad bars offer. d) Consider using this type of service even in the elementary grades. Most young children prefer raw vegetables to those cooked, and will enjoy the freedom of choice at a fresh vegetable salad bar. Dipping raw vegetables into small cups of creamy salad dressing, yogurt, or sour cream dip also intrigues young children.	

LESSON CONTENT

CLASS ACTIVITY

4) Buffet Style Cafeteria Service - This kind of cafeteria service allows customers to help themselves to all foods with the possible exclusion of the beverages which will vary from facility to facility.

   a) This style of service is generally not as fast as cafeteria service but offers the customer an alternate form of cafeteria service which may be feasible for special holiday meals or special occasions.

   b) With some items, such as bulk pans of salads or puddings, portion control may be difficult. However, it is generally found that for the customers who take double portions, many also take half or smaller portions; it usually will balance out at the end of the meal period. If entree items on the buffet are already portioned, such as a pork chop or a slice of meat loaf, placing a service worker behind the buffet line to limit customers to one portion may be sufficient control.

5) Fast Food Cafeteria Service - This style of service is very popular today and may have a positive influence on total participation levels due to the familiarity of customers to this style of contemporary service.

LESSON CONTENT	CLASS ACTIVI

a) Menu variety is usually very limited, usually two or three hot sandwiches.

b) Sandwiches are prewrapped and held warm until customers make their selection.

c) Fresh vegetable or salad bars usually complement this style of service along with a beverage counter area and a limited dessert selection.

2. Family Style Service

A totally different style of service (as compared to cafeteria service known as family style service, is being tried successfully in several school districts.

a. This service is similar to the way Sunday dinner is served at home.

b. Large bowls or platters of all foods are placed in the center of the table and foods are passed around to each customer.

c. Customers take only those foods they expect to eat and can request another portion of favorite foods in some cases.

d. Students enjoy this method of service because they make the decision as to what they will eat and how much they will take.

e. This appeals to children of all ages and has been very successful with elementary grade school children.

LESSON CONTENT

CLASS ACTIVITY

f. The importance of table manners has also been incorporated into these programs through the cooperation of classroom teachers and parents.

g. Details on the features of family style service can be gotten from the principals or foodservice directors in schools who are currently using this method of service. Your local intermediate school district consultants can help you locate a school using this type of service.

B. Food Production Systems to Consider - There are several different systems of food production that can be used in a Child Nutrition Program. They include conventional (immediate distribution), convenience, cook-chill, and cook-freeze.

1. Conventional Preparation or Immediate Distribution

In general this system prepares food today for consumption today either at the same site where prepared, or at a distant site where food is transported and then served.

a. Distribution of food can be either hot, or cold where end-heat is applied at the satellite site where served.

b. The Detroit schools are served by such a system where hot or cold bulk panned foods are delivered daily just before service times to various satellite schools.

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LESSON CONTENT

CLASS ACTIVITY

c. These bulk foods are prepared, in general in the larger high school kitchens and are shipped to the smaller elementary and middle schools.

2. Convenience Preparation

In a convenience system, all foods are purchased in a prepared form and require only portioning and/or end-heat prior to service.

a. This system greatly decreases kitchen labor requirements.

b. It increases the amount of money required to buy food.

c. For programs with minimal available kitchen equipment this type of system works very well.

3. Cook-Chill Preparation System

In this type of system, foods are prepared in advance of service and are quickly chilled in either bulk or portion packs and are sealed into vaporproof wraps in some fashion.

a. Chilled foods are scheduled for use within one or two days.

b. Foods can be end-heated at the site where prepared, or can be shipped in the chilled state to satellite users who can heat the products as needed for service.

4. Cook-Freeze Preparation System (sometimes called Ready Foods)

This preparation system operates in a similar fashion to cook-chill except prepared foods are packaged and quick frozen for use in several weeks.

LESSON CONTENT | CLASS ACTIVITY

C. Interior Renovations to Consider in Serving and Dining Areas

1. Walls

Ask yourself the following questions about your dining area:

a. Can wall color be changed to make the dining area more cheerful, warmer, or brighter? Do all walls have to be the same color?

b. Can walls be covered in some fashion by using murals, student art work, or photography projects?

c. Can portable walls or partitions be used to sub-divide the dining area into smaller eating units to help "de-institutionalize" the atmosphere?

2. Serving Areas

Ask yourself these questions about your serving area:

a. Can colorful fronts or panels be added to serving counters to avoid the total stainless steel look of many serving lines?

b. Can colorful uniforms, smocks, or aprons be provided for serving personnel to avoid the "sterile white" look?

c. Can professional-looking colorful signs and posters be displayed around the serving counters to announce:

1) daily menu with appetizing word descriptions;
2) food specials for the day;
3) food specials coming up;
4) special events such as anniversaries (like 25 years of working in the foodservice department), or birthdays of foodservice workers; or

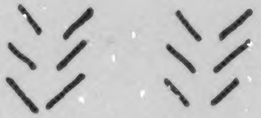
5) holiday greetings such as "Welcome Back!" in the fall.

3. Tables and Chairs

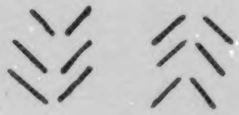
Ask yourself these questions about your seating facility:

a. Is there an alternate arrangement for tables and chairs available? Can present tables and chairs be re-arranged to offer a more casual atmosphere? This might include some of the following layouts designed for use with oblong tables (detached from wall):

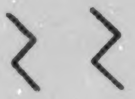
1) herring-bone



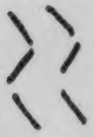
2) alternate herring-bone



3) zig-zag



4) alternate parallel



LESSON CONTENT	CLASS ACTIVITY

These layouts all try to avoid straight traditional arrangements that tend to create an institutional environment in the minds of customers.

- b. Can "seating for eating" be made available for customers in areas not presently being used as such? This might include:
  - 1) outdoor picnic tables on the lawn, under trees, or in a courtyard;
  - 2) in the auditorium where films or concerts can be presented during lunch; or
  - 3) outdoor seating near the football field or track.

4. Window Treatments
   - a. Consider the use of curtains or shades on the windows to help add warmth to the dining area.
   - b. Approach the home economics teachers in your district to see if students could help design and/or make such curtains or shades as a class project.

D. Kitchen (Back-of-the-House) Renovations to Consider

If a different preparation method is adopted other than what is now being used, various kitchen alterations may be dictated automatically.

LESSON CONTENT

1. A qualified foodservice consultant should be engaged to assure that the proper equipment is selected and installed correctly.
2. There is some kitchen equipment that has a direct effect on food merchandising. Such equipment may be very helpful in improving quality or service of the various foods now being served. For example, many school kitchens do not have equipment to prepare vegetables. They could serve a variety of fresh vegetables in salads if it required a minimum amount of labor.
3. Other equipment to consider for the kitchen and reasons for its purchase are listed below:

a. Convection Oven:	Capacity for more volume of foods prepared in a shorter time period. May be able to expand menu choices offered each day.
b. VMC (Verticle Cutter Mixer):	Operates like a large blender (usually 20 or 40 qt. size) and chops seven or more heads of lettuce in one second! Also chops cabbage, makes salad dressing and has a variety of other uses. Speed is its greatest advantage.
c. Grill or Grill-top Range:	Many school kitchens do not have grills so hamburgers or grilled sandwiches must be prepared in the oven. Adequate grill space would certainly enhance these menu items.

CLASS ACTIVITY

Divide into groups of three or four from the same school or school district, if possible. For each school represented, complete Handout #8. Pretend you are "dreaming" and have been given $100,000 for your foodservice facility to use as you wish. The only "strings" on this money is that its uses must be justified. For example, if buying new tables and chairs for a high school dining area it would probably increase participation and

LESSON CONTENT

d. Convection Steamer: This steamer works faster than the standard chest steamer by blowing the hot steam around the cavity of the steamer. Due to its shorter cooking time, foods can be prepared in small batches as needed during meal periods to ensure a freshly prepared product. This piece of equipment might eliminate large batch cooking, especially of vegetables.

e. Salad Maker: Small kitchen operations will find that vegetable slicing can be done efficiently and evenly with four to six different blades available.

f. Vegetable Slicer: Attachment is also available for most mixers and even some evenly cut vegetables as the hand salad maker for a large quantity.

g. Microwave Oven: Is an appropriate purchase for a la carte line, teacher's dining room. Can be used on a main serving line for late-comers.

CLASS ACTIVITY

and improve customer attitudes, it would be a justifiable use for the money. Go through the topics as listed in the handout and check each one as either "now have, very possible, possible, or impossible." For those checked as "very possible," indicate the justification for spending your $100,000 in this area. Share the result of this handout exercise with fellow class members (Handout #8-2).

HANDOUT #8-1

SERVICE STYLES

1. Dining room in high school was due for remodeling. The business manager asked the foodservice what their recommendation would be. In three meal periods of 40 minutes, 750 students are served.

2. Elementary school decided to investigate Family Style service and the foodservice department has aksed to give a presentation at the School Board meeting as to the pros and cons, and an approximate cost in terms of equipment etc., that would be needed.

3. Remodeling of an elementary school to a middle school was a "must" for the Erie School District, because of student profile. The school board really did not know what would be best for the community and so they asked the principal and foodservice department to make some recommendations for remodeling and to consider the possibility of serving senior citizens as well as the kindergarten class from the elementary school.

4. The Advisory Committee, after much discussion, wanted to investigate the possibility of having a buffet line as well as some way of serving milk and hot soup for brown baggers. What would they need to plan for? At one meal period no more than 350 students would participate in the buffet and 60-75 students would carry their lunch.

5. Mabel, the head cook for 40 years, would like a french frier. What strategies should she use to convince the business manager of her needs? The school servces 155 elementary students.

HANDOUT #8-2

HOW WOULD YOU SPEND $100,000?

Your School Level____________________________ Number of Meals Served Per Day________

	Now Have	Very Possible	Possible	Impossible	Justification*
I. Styles of Service					
A. Cafeteria					
1. Traditional Single Line					
2. Traditional Single Line Divided					
B. Cafeteria Scramble Line					
1. Salad Bar					
C. Buffet Cafeteria Line					
D. Fast Food Concept					
E. Family Style Concept					
II. Production Systems					
A. Conventional					
B. Convenience					
C. Cook-Chill					
D. Cook-Freeze					
III. Interior Renovations					
A. Walls					
1. Color					
2. Coverings (pictures)					
3. Portable walls					
B. Serving Areas					
1. Counter fronts					
2. New uniforms					
3. Professional signs					
C. Tables and Chairs					
1. New arrangements					
2. Smaller tables					
3. New eating areas					
IV. Kitchen Renovations/Additions					
A. Deep fat fryer					
B. Convection oven					
C. VCM					
D. Grill					
E. Convection Steamer					
F. Other					

*Use back of paper if more space is needed to justify ideas.

LESSON 9 MERCHANDISING FOR SPECIAL DAYS

A. GOAL OF THIS LESSON

The goal of this lesson is to be aware of the endless merchandising ideas available for school foodservice operators and the many publics that can be supportive in such activities.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. create and plan a theme meal or program for a Child Nutrition Program; and
2. identify the various publics that may be supportive in such endeavors and the roles they may play in making such plans successful.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.

D. KEY WORDS USED IN THIS LESSON

THEME DAY: a meal in which food and environment coordinate the same idea

ETHNIC DAY: meal that reflects the foods of a particular social group or country

SPECIAL EVENTS: meal that has all extra or featured attraction related to an event or activity.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. Anon. 1980. Let's go vegetarian. School Foodservice Journal 34(6):68-69.
2. Manning, H. 1980. Vegetarian variety and vitality. School Foodservice Journal 34(6):56-58.
3. Anon. 1980. Soybean products: vegetarian delights. School Foodservice Journal 34(6):48-50.
4. Anon. 1980. Kosher style. School Foodservice Journal 34(6): 46.
5. Eckstein, E.F. 1978. Menu Planning. Second Edition. AVI Publishing Co., Inc., Westport, CT ($21.50).

LESSON 9: MERCHANDISING FOR SPECIAL DAYS

LESSON CONTENT

A. Ideas for merchandising in your foodservice are limited only by the imagination of you and your staff.

B. Theme meals and contest and games can be used, ideas for merchandising by using special theme meals that would be appropriate for use in Child Nutrition Programs.

1. Theme Days
   - a. football
   - b. health food
   - c. National School Lunch Week
2. Ethnic Days
   - a. Spanish
   - b. German
   - c. Polish
   - d. Chinese
3. Holidays
   - a. St. Patricks Day
   - b. Thanksgiving
   - c. May Day
4. Special Events
   - a. homecoming
   - b. young author's day
   - c. award assembly
   - d. basketball championship
5. Contests and Games - essay contest about a given food topic

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CLASS ACTIVITY

Divide into groups of 3 or 4 and complete Handout #9-1 by identifying two different ideas for a merchandising plan suitable for a Child Nutrition Program. Select a different school level for each idea. For example, if your first idea is best for a high school make your second idea suitable for an elementary or middle school. Also select a topic from two different categories. For example, do not select 2 ethnic topics for your theme meals.

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LESSON CONTENT	CLASS ACTIVITY
C. To be truly successful, coordinate all special meals or foodservice programs with all of your various publics in order to get their support, help, and ideas. These would include: teachers, school administrators, student and parent advisory groups, community leaders, and local businessmen.	As a group, review the topics and sample given on Handout #9-1. This is a checklist to use when planning any special meal or food program. It will help you and your staff think through your idea and make sure all areas have been covered or contacted.

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HANDOUT #9-1

CHECK LIST FOR DEVELOPING A SPECIAL THEME MEAL OR PROGRAM

	SAMPLE THEME	MERCHANDISING IDEAS	
Category of Theme	holiday		
Theme Topic/Title	Halloween/ Hollering		
SUPPORT GROUPS TO CONTACT -			
Teachers: Mr. Jones (History)	relate background of holiday		
Ms. Phillips (Art)	signs to advertise (sign contest?)		
School Principal	Okay wearing costumes for contest		
Student Advisory Committee	organize costume contest		
	obtain price donations		
	help write special menu		
Parent Advisory Group	donate orange/brown cookies (give-away)		
Other Parent Groups:			
PTT Group	help publicize in newsletter		
Local businessmen: Kiwanis	donate prizes		
Community Leaders			
2 school board members	act as judges for costume contest		
Others to Contact			
Local Newspaper	coverage of contest and winner		
High School Radio Station	write ads to help publicize event		

This program is: (check)	planned for:	but also good for:	planned for:	but also good for:	planned for:	but also good for:
Pre-school		✓				
Elementary		✓				
Middle School		✓				
High School	✓	✓				

MERCHANDISING FOR SPECIAL WEEKS

LESSON 10

A. GOAL OF THIS LESSON

The goal of this lesson is to present suggestions which can be used to celebrate National School Lunch Week and other designated occasions.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. tell the purpose of National School Lunch Week;
2. list a variety of activities which can be used to celebrate National School Lunch Week;
3. explain why National School Lunch Week should be an important part of the foodservice merchandising program annually, and a part of the overall public relations program for the department;
4. implement selected National School Lunch Week activities; and
5. be able to apply merchandising techniques to other designated occasions throughout the school year.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Prepare or obtain brochures about meal program, page 90.

D. KEY WORDS USED IN THIS LESSON

NATIONAL SCHOOL LUNCH WEEK: Annually, the U. S. President proclaims the second week of October as National School Lunch week, thus, providing a week of recognition and opportunity for all to understand the goals and objectives of the program

UNIVERSAL MENU: American School Food Service Association (ASFSA) plans a day's menu that will be served throughout the country during National School Lunch Week.

LESSON 10: MERCHANDISING FOR SPECIAL WEEKS

LESSON CONTENT

A. What is National School Lunch Week?
   1. Each year the second week in October is proclaimed by the President of the United States to be National School Lunch Week.
   2. Activities are jointly planned by the American School Food Service Association and the U.S. Department of Agriculture (USDA).
   3. The purpose of these activities is to give recognition to the purposes and goals of school foodservice within the overall Child Nutrition Program.
   4. It provides an opportunity for school foodservice personnel to explain to all their publics what they do and what they are all about.

B. Why Should School Foodservice Personnel Care About Celebrating National School Lunch Week?
   1. National School Lunch week can be an important part of a school's merchandising and/or public relations program. It may help your community "know you better" and understand your program goals and challenges.
   2. National School Lunch Week can be an incentive to do some special merchandising to bring recognition to school foodservice programs.
      a. This can result in better informed publics with improved communications between the school foodservices and the community.
      b. This improved communication may help the school foodservice department attain their various goals.

CLASS ACTIVITY

LESSON CONTENT	CLASS ACTIVITY

3. School foodservice personnel should plan special events for National School Lunch Week. This planning should include all foodservice personnel, especially those who will be directly involved in implementing the special plans.

C. Activities to celebrate National School Lunch Week can be planned and coordinated at the national, state, intermediate, and local levels.

1. Such activities may be developed and coordinated by the national, state, or local school foodservice association.
2. There are many local-level activities which can be planned and implemented by local school foodservice personnel on their own.
    a. Local schools should make plans to celebrate National School Lunch Week that are realistic within the constraints of their facility.
        1) Plan for this special occasion early (at least two months ahead). Do not wait until the last minute or you may not be able to accomplish all that you would like.
        2) Remember to ask students, administrators, and other school foodservice personnel for ideas on how to celebrate this event.
    b. There are many ideas for celebrating National School Lunch Week:
        1) Encourage children to invite parents or other adults to eat a meal with them at school during this week. This

LESSON CONTENT

CLASS ACTIVITY

will give a first hand experience as to how your foodservice program operates.

2) Have informational brochures or handout materials on school foodservice programs available for these visiting adults and parents. Information in such a brochure might include the types of meals served (breakfast, lunch, snacks for kindergarten), types of customers (age groups, including senior citizens if served), and possibly the total amounts of various foods consumed by your school during a year such as 13,000 lbs. of ground beef, 72,000 ½ pints of milk (or 4,500 gallons), or 1,944 loaves of bread.

3. Invite local or area governmental officials to lunch at school during this week.
   a. Assign specific students to act as host/hostess to each official, to accompnay them through the serving line, and to eat with them.
   b. Have informational brochures or handout materials available for these officials similar to the ones discussed above. The brochure should include the goals of school foodservice programs and the purpose of National School Lunch Week.
4. Serve the American School Food Service Universal Menu during the week as scheduled.
   a. Publicize the fact that schools all over the United States will serve the same menu on the same day.

LESSON CONTENT	CLASS ACTIVITY

- b. Publicize the total quantities of food necessary to serve the menu in all schools across the country on that day.

5. Have a poster contest with poster depiciting some aspect of school lunch.
   - a. Plan for judging to occur during this special week with the winner getting some appropriate prize plus perhaps two weeks of free lunch at school. The cost of such prizes may be arranged through the local parent-teacher organization or through a local service organization in the community.
   - b. Ask a special member of the community (perhaps the president of the organization donating the prizes) to judge the posters.
   - c. Decorate the dining area with the posters submitted for the contest.
   - d. Give adequate publicity to the winner in the school paper and local area newspapers.
6. Prepare and serve student-planned menus during this week.
   - a. Give credit to the student, or group of students, who plan a menu actually used, such as "Mr. Green's Sixth Hour menu" or "Spanish Club menu."
   - b. Attach names with special meanings to items being served such as "Sandy's Super Sandwich" or school names such as "Central High Cherry Pie" or "Kindergarten Krunch" (a cookie/dessert).
   - c. Give students special treats during this week such as favorite entrees all in one week, or special plate garnishes (fruit

LESSON CONTENT

kabob on toothpicks for example). Give a piece of candy to each customer at the cashiers station, or try to arrange a "gimmick" with a local fast food restaurant by giving each customer a coupon worth a free beverage (or other food) at that restaurant.

7. Prepare news releases for the local news media including newspapers, radio, and TV.
   a. In the news release present basic information about National School Lunch Week and its purpose. Include basic information about the school foodservice programs offered.
   b. Invite news media personnel to attend school for the Universal Lunch Menu.
   c. Relate (in person or in the news release) special-interest activities planned during this week in hopes of getting special coverage of these events.
8. Any teachers in home economics, health, or gym classes for permission to talk with their students in class about the goals and programs in the school foodservice department. Such an activity done several months in advance of October might provide some good ideas on how to celebrate this special week at your school. Try to develop your own activities for celebrating National School Lunch Week in your school.
   a. Be creative and ask others for ideas.

CLASS ACTIVITY

Lead a class discussion on additional ideas which can be used within local schools to celebrate National School Lunch Week. Urge class members to follow through and use some of these ideas

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LESSON CONTENT	CLASS ACTIVITY
b. Share your ideas with other school foodservice employees. c. Be willing to try different ideas to find out which are the most popular with your customers. D. Remember that merchandising school lunch is a Year-Round Public Relations Activity. National School Lunch Week is only one part of a total public relations program.	during the next National School Lunch Week celebration.
E. Other weeks should be included in your on-going merchandising program. The School Food Service Journal has many current ideas and generally announces dates well in advance for east in planning. Try some of these ideas in your school. You may be pleasantly surprised at the high student interest in such a "monotony breaker."	Lead a class discussion on how to celebrate: 1. National Nutrition Month in high school (March). 2. Michigan Week in the middle of (May). 3. National Dental Month in elementary school (February).

SUMMARY AND PRACTICAL POINTERS FOR SUCCESSFUL MERCHANDISING

LESSON 11

A. GOAL OF THIS LESSON

The goal of this lesson is to present practical ideas that will assist school foodservice operators in actually implementing their merchandising meal ideas.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. determine frequency intervals for most special theme topics;
2. identify techniques to use in poster display and pre-publicity activities;
3. develop a good working relationship with the teaching staff;
4. use the Youth Advisory Council in planning merchandising programs; and
5. keep appropriate records needed to plan and impelment successful merchandising programs.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Locate adequate copies of back issues of the Food Service Journal so that each participant has one copy.

D. KEY WORDS USED IN THIS LESSON

LESSON 11: SUMMARY AND PRACTIC POINTERS FOR SUCCESSFUL MERCHANDISING

LESSON CONTENT	CLASS ACTIVITY

A. Planning and implementing any merchandising program can be fun and easy but it takes managerial time and may involve some advanced financial planning. Operators who have had experience in planning and putting on merchandising programs offer the suggestions below as helpful hints to successful merchandising programs.

B. Frequency or Repetition of Merchandising Ideas

1. How frequently can you repeat a merchandising program? Some categories of merchandising topics can be repeated yearly such as holiday themes or special event themes such as homecoming.
2. Other theme meals that are especially popular with your school, perhaps could be repeated every other month with slight variations.

C. Posters For Special Theme Meals

1. Posters for a special theme meal should be displayed from 3 and 5 days prior to the event in most cases.
2. More advanced displays of posters may be required in some cases, such as a theme meal that involves a customer contest of some sort or customer participation in advance of the event.
3. Generally, if posters are displayed earlier than 5 days, customers tend to forget the date becausethey see the posters so frequently prior to the event.
4. A poster displayed for 3 days immediately before the event should be sufficient for most merchandising programs. In that time period nearly all customers will have had the opportunity to see the posters.

LESSON CONTENT	CLASS ACTIVITY
5. Note - Professional looking posters and signs can be made at most ISD centers. Ask your area intermediate school district consultant about such services.	
6. Remember to take all posters down immediately after the event. Out-dated signs left on display are a sign of a poorly run program. This is especially important if you use the same poster display locations for all special meals. You want your customers to know that when a sign is in that location, a food special is about to occur. Old out-dated posters deter from this effort.	
D. Pre-publicity For Theme Meals Pre-publicity for the special theme meal can take many forms. 1. Posters (or fliers) have been discussed but don't stop there!	Ask participants to develop together a short publicity message to advertise Michigan Week that could be written on the back of the menu sent home with elementary children.
2. Many schools have announcements daily over the public address (PA) system at the beginning of each school day. The details of your special theme meal could be included in these daily announcement sessions for the 3 or 4 days just before the event.	
3. Try to get the student newspaper (if possible) to include a story about the upcoming event. Such a story could take several forms and could be accomplished in several ways. a. Ask an English teacher to have students write a news release as part of an assignment. You should visit the class, however, to relate all the important details of the event to the students. b. If a reporter from the newspaper writes the story for you, it can be written as merely information, or can be written from the viewpoint of:	

LESSON CONTENT	CLASS ACTIVITIES

1) the manager-director who had planned the meal and purchased all the food for it; or
2) the customer walking down the line describing what he sees, hears, and smells . . . and eventually tastes!

4. Some schools send a newsletter home to parents periodically during the school year. Contract your principal about including a paragraph about the special theme meal to keep parents informed, especially the parents of children who don't participate regularly in the school lunch program.

E. Gaining Teacher Support

Working through your principal, make your self a frequent participant in teacher staff meetings.

1. Try to understand some of the daily problems and challenges the teaching staff faces in the classrooms.
2. Projects they have in mind may fit into a foodservice theme meal very well.
   a. For example, if you lean that a teacher is going to have an Oriental unit in social studies, offer to plan an Oriental meal with the class determing the menu (with your guidance).
   b. If the health science teacher is going to teach a unit on eating habits and calorie control among teenagers, offer to plan a "Calorie Countdown" with the class.
3. If you offer to "join" the teachers' projects, they will be more

LESSON 11: SUMMARY AND PRACTICAL POINTERS FOR SUCCESSFUL MERCHANDISING

LESSON CONTENT

receptive to helping you out when you need their support for a special merchandising program you are planning.

F. Student Advising Committee's Role in Merchandising

The Student Advisory Committee in your school may be helpful in generating ideas for specials that will be popular in your school.

1. Encourage a brainstorming session with this committee and they may provide a long list of possible topics for foodservice theme meals.
2. Since this committee "had the idea" they will be more supportive and helpful in actually planning and implementing the various ideas.
3. This committee might also take a survey of a precentage of students who participated in the special meal so as to determine the acceptance of the theme topic and the desire to have more such activities.

G. Records To Keep For Each Special Theme Meal

What records are useful when planning special theme meals or programs?

1. Total participation levels are, of course, of interest to see if more customers participated in your school lunch program on the theme meal day.
2. Other records may include:
   - a. expenses incurred other than food;
   - b. per person--cost of the meal;
   - c. problems encountered in planning and implementing the meal;
   - d. suggestions for solving these identified problems
   - e. added activities for this theme topic when repeated.

CLASS ACTIVITIES

Distribute a copy of the School Food Service Journal to each participant. Ask each one to quickly skim their issue for articles or ideas on merchandising in school lunch programs. This may be from special articles in that issue or from advertising included in the journal. Ask each participant to share two or three ideas that they found in their issue of the journal

PROGRESS TEST II

A. GOAL OF THIS LESSON

The goal of this lesson is to review the most important aspects of the past five lessons, by administering the following Progress Test.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. Summarize and review the important information presented in Lessons 7, 8, 9, 10, and 11.
2. Emphasize the most important points presented in Lessons 7, 8, 9, 10, and 11.
3. Identify subject areas in which participants desire or need further study and practice.

NOTE: The Progress Test should NOT scare or humiliate participants or be used as a device to keep them from continuing on with further lessons. There is no minimum score of success. This is an exercise or learning activity just as the other lessons have been.

C. INSTRUCTOR PREPARATION FOR CLASS PROGRESS TEST

1. The time allowed for this lesson is approximately 25 minutes.
2. Duplicate sufficient copies of Progress Test.
3. How the Progress Test should be given:
    a. Pass out copies of the progress test to each participant.
    b. Provide pens or pencils for those who may not have brought their own.
    c. Explain that the reason for this Progress Test is to review the important information presented in the past three lessons.
    d. Briefly go through the test together to explain the different kinds of questions to be sure that all participants know what they need to do for each question.
    e. Allow approximately 25 minutes for participants to complete the test.
    f. Allow participants to keep their own test while answers are discussed.
    g. State aloud which answer(s) are correct for each question.

h. Discuss how to change false statements so they read "true".

i. Lead a class discussion relating to reasons why other choices, if given, are incorrect. Ask participants to give examples of the application of each question to their school foodservice situation.

j. Allow any participants who desire to do so to retake the test on their own time.

k. Provide additional references on any topic to participants who desire further information.

PROGRESS TEST 2

Answer the questions below. Multiple choice questions have only one correct answer.

TRUE OR FALSE

1. Traditional, scramble, and shopping center are new styles for retail store malls.

    a. True b. False

2. Salad bars require expensive refrigerated equipment.

    a. True b. False

MATCHING

3. Match the following terms and definitions.

    a. Conventional
    b. Convenience
    c. Cook - chill
    d. Cook - freeze

    _____1. prepares foods today for use tomorrow,
    _____2. prepares foods today for use today,
    _____3. buys foods already prepared,
    _____4. prepares foods to store in freezer,

MULTIPLE CHOICE

4. Food palatability includes:

    a. mainly flavor
    b. food appearance and quality
    c. texture and flavor
    d. plate size

5. The portion size (quantity), the color, the form of the food and the neatness and arrangement on the plate are all a part of:

    a. food quality
    b. food appearance
    c. food acceptability
    d. food cost

6. Select the statement that is not true about food garnishes:

    a. have little affect on appearance of food
    b. may improve flavor
    c. may help fill up a skimpy looking plate
    d. may give the customer the feeling of a better value

7. Food odor, temperature, texture and flavor are all traits included in:

    a. a good menu
    b. food quality
    c. food appearance
    d. food specifications

8. Select the true statement below about food merchandising:

   a. Counter appearance has little effect on food sales and takes a lot of time.
   b. Conversation between counter servers and customers slows the food line and should be eliminated.
   c. Conversations between counter servers and customers develops positive relationships and should be encouraged.
   d. Simple walls and straight lines of tables and chairs gives a dining room a warm friendly atmosphere.

9. A style of service being used successfully in several school districts is:

   a. buffett
   b. single service
   c. family style service
   d. table service

10. Select the true statement below:

   a. A connections steamer merely provides "hotter steam" for cooking foods.
   b. VCM stands for "very circular motor"
   c. A convection oven has a fan that moves heated air around the oven cavity.
   d. Almost all school kitchens have deep fryers and grills.

11. Select the false statement below concerning merchandising for special days:

   a. Make all plans for the occasion yourself since you know the most about serving food.
   b. Involve students in your plans to help give added support and hopefully increase participation.
   c. Ask teachers and staff members for help in implementing plans for the occasion.
   d. Ask parents and other adults in the community for planning ideas and support during impelmentation.

12. Identify the false statement about National School Lunch Week:

   a. It is an effort supported by USDA and ASFSA.
   b. It provides an opportunity to tell "your publics" what a great job you are doing; to "blow your own horn."
   c. It is a program required by law.
   d. Serving the ASFSA universal menu is a big part of participation in this event.

13. Identify the true statement below:

   a. National School Lunch Week is in September.
   b. Michigan Week is in July.
   c. National Nutrition Week is in March.
   d. National Dental Week is in May.

14. Select the false statement below about merchandising techniques.

   a. Display advertising posters one month in advance of the event so everyone "gets the message."
   b. Plan advance publicity for all events.
   c. Volunteer to help teachers with their projects whenever possible.
   d. Participation comparison and cost records are important for the success of future special programs.

ANSWER KEY

PROGRESS TEST II - Lessons 7, 8, 9, 10, and 11

1. b

2. b

3. c - 1.
   a - 2.
   b - 3.
   d - 4.

4. b

5. b

6. a

7. b

8. c

9. c

10. c

11. a

12. c

13. c

14. a

APPENDIX I

Excerpts from: "Scramble Way" Beats 'Em All originally published in School Foodservice Journal, Volume 29(8):71-74, 1975.

High school lunchlines in Toledo, Ohio are fast and efficient, but what's really happening can be found in the serving area.

In Toledo, Ohio high schools, the "scramble way" is the best and only way. No, it's not a new method in breakfast preparation or a free-for-all sports activity, but an efficient, self-service lunch program. According to Donald Tierney, assistant foodservice director, "The 'scramble way' has been well received in Toledo since its inception a year ago."

What is the "scramble way"? It's a lunch program that starts as a student arrives in the cafeteria for lunch. The student enters a turnstile leading to the serving area and picks up a tray. Meals are then selected from among the many stations offering a variety of dishes, both hot and cold. Stations are comprised of a hot table, hot and cold cabinets, drink dispensers, ice cream freezers and self-service lowerators (heated or refrigerated carts with top loading display cavities). With a watering mouth and eyes fixed at the appetizing meal on the tray, the student exits for the dining area via one of four cashier lines, alleviating unnecessary waiting at check out.

Although the "scramble way" lunch program operates in other cafeterias around the country, its history in Toledo high schools is brief and interesting. In 1973, the addition of new vocational skill centers presented the Board of Education with the problem of how to best improve the lunch feeding programs. Director of Food Service Edward Goodwin, a Citizens Food Service Advisory Committee (a cross-section of 25 concerned citizens) and an outside consultant, began exploring systems that would satisfy these requirements:

Offer at least three menus that meet requirements.
Cater to students' a la carte desires.
Completed service within 12 minutes of each 30 minutes period.
Be more financially acceptable than the existing conventional, self-contained cafeteria.

After dismissing the possibilities of a fully automated cafeteria, using the same serving line with a more diversified selection and building an entirely new cafeteria, the group agreed upon the "scramble way" system.

There was one catch however. The decision was reached only six weeks before the beginning of school in September. Undaunted by the circumstances, action began swiftly.

When school began in early September 1974, Start High School in Toledo was fully equipped with the "scramble way" cafeteria. Scott High School adopted the program in January and four more schools (Toledo has six high schools) with either a complete or partial "scramble way" system were operating in 1975.

In its first year of operation, Start High School averaged a $100-per-day net dollar income increase. There are a number of reasons for this. Mr. Tierney comments that an expanded menu gives kids much more of a choice in their daily meals, which reduces plate waste. Similarly, because of menu choice, participation has increased considerably. Also, with waiting lines all but eliminated, students select their meals and pass through check out quickly. This affords students additional time to eat and converse with friends in a more relaxed atmosphere. Faculty and staff have enthusiastically supported the new system, labor costs have been lessened and most important, students are satisfied. "Scramble way" method also takes into consideration that a student's lunch choice depends on the size of breakfast consumed, the amount of pocket money set aside for lunch, and the amount of energy exerted during morning hours. As a result, "scramble way" provides students with the choice of either a required meal pattern or a la carte meal. For the required meal patterns each of the following categories were included in the meal:

Meat and Bread: Six hot sandwiches (five standard and one daily special) on buttered patty served on line
One of two hot entrees with roll and butter
Vegetable: Selection from one cooked vegetable, tossed salad, fresh relish packet, cole slaw, French fries, or mashed potatoes with gravy
Dessert: Fruited gelatin
Choice of three canned fruits
Choice of two fresh fruits
Orange juice bar
Milk: (½ pint)

All menu items are prepared in the cafeteria kitchen or a central commissary. Foods prepared in the school cafeteria include hot entrees, soups, chili, and vegetables. Those delivered daily from the central commissary are sandwiches - made and then sealed in oven proof, cellophane bags - dished fruits, salads and other a la carte items. Commissary products are later chilled or heated, depending on the school cafeteria's serving style.

Establishing a "scramble way" system in an existing cafeteria is surprisingly inexpensive and easy, says Mr. Tierney. Although the cafeteria size remains unchanged, a complete restructuring to enlarge the serving area and reduce the kitchen space is necessary. Old equipment is replaced by new, portable equipment, thus allowing greater flexibility in physical layout. All that's needed are electrical outlets.

According to Mr. Tierney, the "scramble way" system wouldn't be ideal for every situation. For school cafeterias with relatively new equipment, implementing such a program would be a waste of existing resources. In addition, he says, space limitations or available funds might prohibit introducing the program.

"Scramble way" has found a home in Toledo schools and in this northern Ohio city, eating lunch is fast, convenient and nutritious. With so many smiling faces, what more could a foodservice director ask for?

APPENDIX II

Excerpts from: The Bread Bar: A New Sensation originally published in School Foodservice Journal, Volume 34(6):128, 1980.

In one high school, the "bread bar" now teams up with the salad bar and creates a sensation that has students smiling from ear to ear!

By Floyd Deetz, school food director, Metropolitan School District, Steuben County, Angola, Indiana.

For the past three months, Angola High School, Angola, Indiana, has been experimenting with a bread bar to go along with the salad bar at lunchtime. The experiment has been a big success and students are raving about this tasty new addition.

There are four to five different varieties of bread to choose from. Because students can choose from different selections, they only take what they will eat and this situation helps reduce food waste. Bread selections include white bread, rye bread, portuguese sweet bread, cinnamon swirl bread (a real favorite), oatmeal bread, swiss cheese bread, anadama bread, cherry nut bread, banana bread, and rice bread. All breads are baked in the school kitchen using government commodities.

PUBLISHING HOUSES

1. American Dietetic Association
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